REPORT RESUMES

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FOLLOW-UP STUDIES IN JUNIOR COLLEGES--A TOOL FOR
INSTITUTIONAL IMPROVEMENT.
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DATA GATHERED FROM FORMER STUDENTS WERE FOUND TO HAVE IMPLICATIONS FOR COLLEGE PROGRAM PLANNING. AREAS OF FOCUS CAN PROFITABLY INCLUDE STUDIES OF DROPOUT CHARACTERISTICS AND THE ACADEMIC AND SOCIOECONOMIC CHARACTERISTICS OF STUDENT POPULATIONS, EFFECTIVENESS OF VOCATIONAL-TECHNICAL PROGRAMS, TRANSFER STUDENT SUCCESS, VALUE OF GENERAL EDUCATION COURSES, APPROPRIATENESS OF GRADING STANDARDS, EVALUATION OF INSTRUCTORS AND COUNSELORS, IMPACT OF ENTRANCE REQUIREMENTS, AND EFFECTIVENESS OF THE STUDENT PERSONNEL SERVICES. PROCEDURES FOR FOLLOWUP STUDIES OF TRANSFER STUDENTS INCLUDE THE PERSONAL INTERVIEW (PREFERRED), QUESTIONNAIRES, AND ANNUAL REPORTS FROM SENIOR COLLEGES. SIMILAR TECHNIQUES MAY BE USED IN STUDIES OF THE TECHNICAL-OCCUPATIONAL STUDENT ALTHOUGH DISPERSION OF SUCH GRADUATES MAKES THE INTERVIEW PROCESS DIFFICULT. EMPLOYER REPORTS ARE GENERALLY MOST VALUABLE. FOLLOWUP OF DROPOUTS AND WITHDRAWALS IS MADE DIFFICULT BY SIMILAR DISPERSION PATTERNS AND PSYCHOLOGICAL RESISTANCE. HOWEVER, RECENT RESEARCH INDICATES SUCCESS IN IDENTIFICATION OF POTENTIAL DROPOUTS THROUGH MEASUREMENT OF STUDENT ATTITUDES IN AREAS OF MOTIVATION, COLLEGIATE CULTURE, ASPIRATION LEVELS, FAMILY RELATIONSHIPS, AND SOCIOECONOMIC STATUS. MORE FOLLOWUP STUDY OF DROPOUTS WILL INCREASE THE PREDICTABILITY OF THESE MEASURES AND PERMIT MORE EFFECTIVE PROGRAMS FOR DROPOUT PREVENTION. A SAMPLE OF QUESTIONNAIRES IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 FOR $1.50. (AL)

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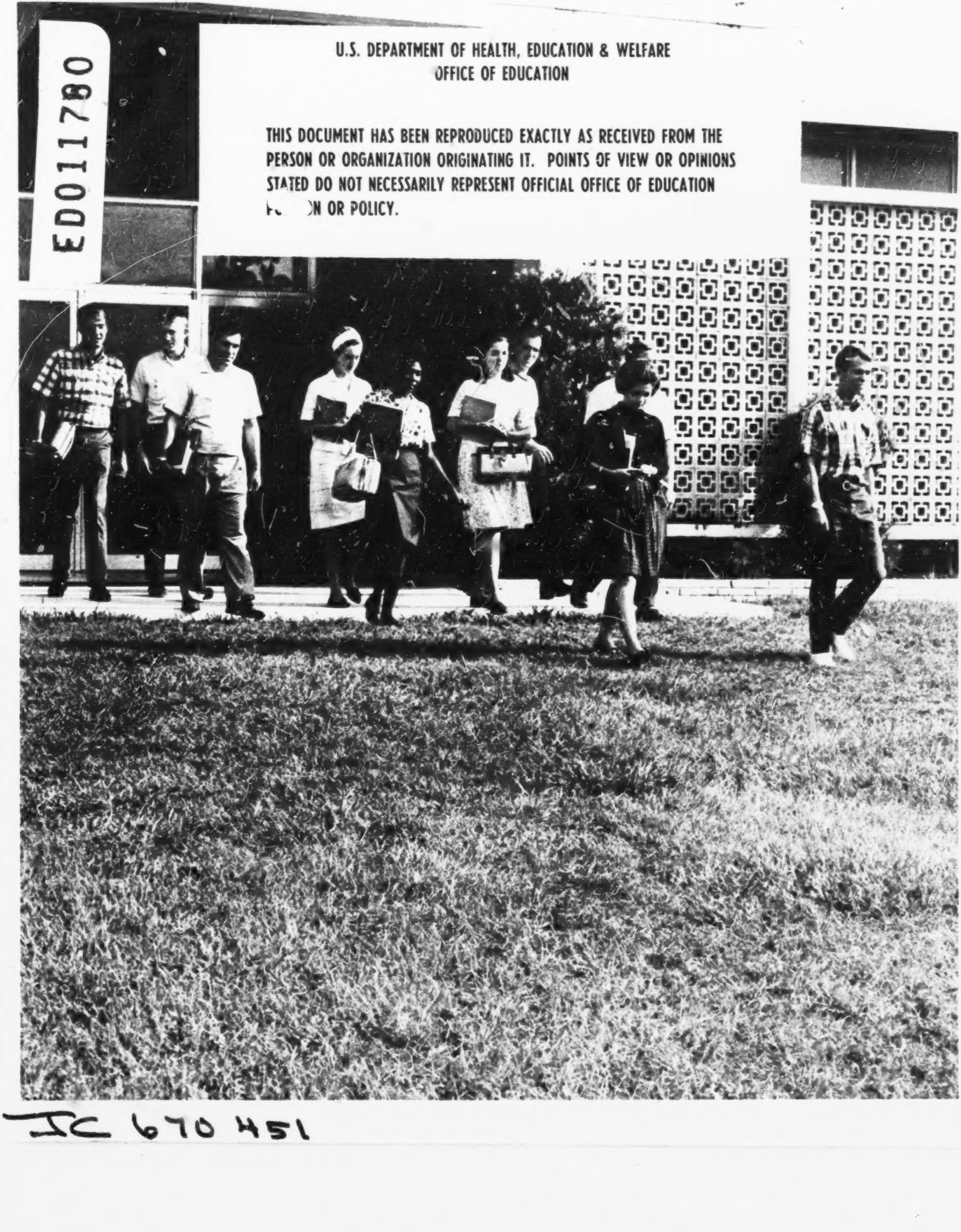

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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FOREWORD

The most important person in the junior college is the student. What happens to the young man or woman while in the college, and even after matriculation, must be of primary concern to all who are involved in the educational process. The success of the institution can best be measured by the success of the student.

To ascertain the effectiveness of the college program, there must be "follow-up"—from the day the student enters the institution until, and even after, he gains employment or transfers to another institution. Simply defined, follow-up is a process by which an educational institution seeks to determine how effectively it is meeting the needs of those it serves. Introspective by nature, it determines how well the stated objectives of the college are being achieved.

Recognizing the importance of the follow-up process as a means of evaluating the impact of college experiences on students, the American Association of Junior Colleges presents in the following pages a guide to the philosophy, planning, procedures, and use of follow-up studies. "Follow-Up Studies in Junior Colleges: A Tool for Institutional Improvement" also contains sample forms which have been used successfully in this important, institutional research process.

In sponsoring this bulletin, the Association demonstrates its belief that well-planned follow-up studies should become an integral part of the institutional research program of every college. Junior colleges have tended to give greater attention to evaluation of instruction and administration than to appraisal of the student's goal attainment. Institutional research will be of little use if it does not take into account the results of the college's efforts toward meeting the aspirations and objectives of the people to be served.

This bulletin has been designed as a handbook of practical approaches to gathering data and conducting research on factors which influence student accomplishment. The content is selected to (1) demonstrate the value of follow-up studies, (2) give examples of successful practices, (3) provide guidelines for organizing follow-up studies, (4) suggest implications of information gained from research, and (5) encourage more two-year colleges to collect necessary data and apply them toward improvement of their programs.

While this handbook suggests that follow-up studies are an appropriate responsibility of the student personnel division of the junior college, it at once emphasizes that results of this kind of research are of primary concern to the entire college, especially to instruction, curriculum, and administration. Such studies, it is made clear, are an integral part of institutional research; and when they are conducted from a student personnel point of view, they can do much to bridge the artificial dichotomy of instruction and student personnel services.

Finally, this bulletin recognizes that studies of students after they leave junior college are more helpful when adequate data about the students have been collected while they are enrolled in the institution. Moreover, the bulletin recognizes that evaluation studies of performance of students while they are enrolled provide an invaluable basis for interpreting post-graduation performance.

"Follow-up Studies in Junior Colleges: A Tool for Institutional Improvement" is one of a series of publications in the guidance and counseling field being prepared by the Student Personnel Commission of the American Association of Junior Colleges. The author, Thomas J. O'Connor, is assistant superintendent of Mt. San Antonio College in Walnut, California. His experience in coordinating administration, instruction, and student personnel services in one of the nation's large community colleges is reflected in the guidelines which this bulletin provides.

This bulletin and others in the series have been prepared under the direction of Dr. Herman Sheffield, president of San Bernardino Valley College and Dr. John Johnson, president of Santa Ana College, working as co-chairmen of a committee of the Commission on Student Personnel, American Association of Junior Colleges. An advisory committee suggested content and organization and reviewed the manuscript.

The American Association of Junior Colleges is appreciative of the efforts of Mr. O'Connor, the advisory committee, the Student Personnel Commission, and Dr. Thomas B. Merson who provided staff services to the commission during the development of this bulletin.

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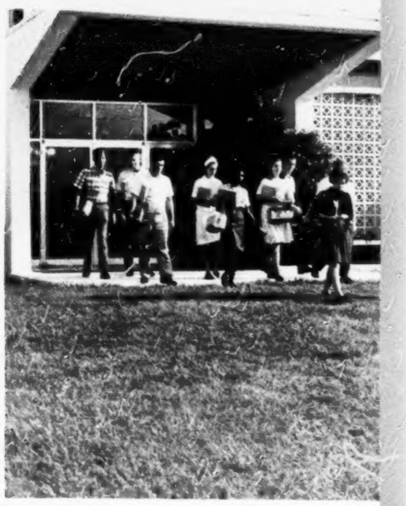

Part I

IMPLICATIONS FOR PEOPLE AND PROGRAMS

Educators who have had experience in the development of new junior colleges are well-acquainted with the necessity for conducting preliminary surveys to determine socioeconomic and population descriptions of areas to be served. They also understand the importance of studies of high school graduates to determine potential college enrollments, as well as to ascertain academic and occupational goals and interests of prospective students. The value of information gained from this kind or research in establishing the initial programs of study for the new institution is self-evident.

But research, study, and evaluation should not end with the opening of a college. In a time of change in community structure, in the face of fast-moving industrial development, there must be continuous and effective research on the student and the entire college program. Follow-up research is as important to the junior college as market research is to a pioneering business. Without the data obtained from such research, it is impossible for junior colleges to respond quickly and effectively to the dynamic forces which shape and change communities and which have such obvious impact on their citizens.

Follow-up provides the student with reliable information regarding the success of former students transferring from junior colleges to four-year colleges, or entering employment; justifies subject requirements for graduation; gives incentive for developing traits and competence in ways shown to be requisite for future success.

Follow-up provides the instructor with firsthand evidence of the effectiveness of his teaching, the reasonableness of his standards, and the relevance of the material he includes in his courses.

Follow-up gives the counselor a factual basis for advising students regarding career choices, sources of advanced study, course selection, extracurricular participation, and success expectation.

Follow-up provides the college with facts upon which to base admissions policies; develop and organize course content; establish performance standards; improve articulation with parents, high schools, senior colleges, and industry; and suggests a means of planning new curriculums and other extensions of educational effort.

Follow-up offers the community means of identifying gaps in educational service; creates confidence in the efforts of the college; increases the productivity of college-trained recruits; and provides means of insuring effective occupational upgrading.

The need for institutional research in the community junior college is imperative, perhaps even more so than in the four-year institution. Two-year colleges must be especially sensitive to all sociological and technological changes if they are to meet the needs of business and industry and at once satisfy the requirements of students with a broad range of interests, aspirations, and abilities. Moreover, junior colleges have only two years, sometimes less, in which to make an impact on their students. Follow-up, therefore, is an indispensable aid to vitality, efficiency, and productivity of the institution.

The question may be raised as to the scope of follow-up studies. The answer, of course, will vary, but generally such research embraces three basic concepts, whether the study is based on the total program of the college or on a particular segment of the program: (1) clarifying what the college is attempting to do; (2) identifying the important tasks among its many activities; and (3) evaluating the effectiveness of its programs and efforts.

Examinations and evaluations of student progress and development involve certain costs which may appear prohibitive in some cases. However, costs can be kept to a minimum if research is confined to a specific area of the college's program. A study of the college, on a section-by-section basis, while obviously suggesting a long-range plan, may even produce better results in the final analysis.

Community junior colleges offer educational opportunity for students with a wide range of interests, abilities, and past achievement, to move them toward goals which they might not reach without post-high school education. Thus, two-year colleges recognize responsibility for providing a variety of courses to match the characteristics of the students they enroll. These courses must be planned (1) to provide a number of starting points; (2) to provide for differing rates of achievement; (3) to provide many choices of direction; and (4) to provide several profitable stopping points. The aim of these programs is to develop maximum competence in each student and immediately move the student toward his objectives.

Such differential treatment requires a flexible administration, versatile instructors, and most important, a counseling staff fully informed about the characteristics of students and the relationship of specific characteristics to success in particular fields. To fulfill this responsibility, a college must collect, analyze, and use information about its students. The college begins by collecting information to guide its admission selection; by continuously using the information to assist students in achieving maximum success; and by evaluating occupational proficiency or transfer achievement after the student has moved from the junior college into employment or to a four-year institution.

The college must be concerned with (1) characteristics of the total student body; (2) characteristics of special groups such as the very able, the underachievers, and the slow learners; (3) characteristics of students in individual courses; and (4) characteristics of individual students.

Student groups provide a sound basis for formulating college policy with regard to admissions, course placement, curriculum, and instruction. But research on students in groups is not enough. Analysis of performance of individuals is mandatory if the college is to serve effectively the wide range of student requirements. If both student welfare and college effectiveness are viewed as important reasons for studying students and their success, it is obvious that these studies must be conducted before students are admitted, while students are enrolled, and after students graduate.

Follow-up studies serve to measure effectiveness of instruction, curriculum, and student personnel services. Specifically, data obtained from such studies can provide bases for:

- Reducing the number of students who leave, or drop out of, college before satisfactory completion of work
- Establishing norms on aptitudes, socioeconomic status, vocational aspirations, and other characteristics
- Assessing the degree to which curriculum and instruction are adapted to the full range of student and community needs
- Improving the effectiveness of technical-occupational curriculums, courses, instruction, and guidance
- Determining modifications required in transfer programs to provide strong preparation for advanced study
- Evaluating grading standards
- Identifying outstanding instructors and counselors
- Evaluating the effectiveness of entrance requirements
- Appraising the effectiveness of student counseling
- Verifying the validity of the testing program
- Measuring the extent and worth of health and clinical psychological services
- Evaluating the competency of placement services
- Determining the effect of extracurricular activities on student development
- Clarifying the effectiveness of record-keeping procedures
- Ascertaining the usefulness of the public relations program
- Measuring the values of the orientation program

STUDENT DROPOUTS

One of the most costly, perplexing, and persistent problems faced by junior college administrators is that of student dropouts. Studies of this problem usually do not result in reduction of the number of students leaving college before completing their work, perhaps because such examinations are usually conducted on a sporadic rather than an ongoing basis. A sustained analysis of the problem might well yield more effective solutions. Follow-up studies must include an analysis of dropouts.

Dropouts are students who terminate their enrollment before they have achieved their educational objectives. Statistics which count all students as dropouts who have not completed two full years and graduation requirements are misleading because many students complete their educational goal in less than two years. Students appropriately counted in dropout studies are those who go through the process of preadmission testing, counseling, and registration, and formally enroll in classes but who withdraw before completing the program in which they are enrolled. Some students may complete all preenrollment testing and counseling but will not enter classes. Other students withdraw during the first semester or during a subsequent semester. Still others elect not to continue at the close of one of the school terms.

Obviously, accurate counting of bona fide dropouts is an essential prerequisite to an accurate analysis of the causes of dropouts. Second, it is of great importance to ascertain all the factors that may have contributed to the students' withdrawal from the institution. The college has an obligation to determine why students leave college prematurely, particularly as regards deficiencies in the college program that may have effected their withdrawal.

Moreover, the size of the dropout component has major implications for operating the junior college. By predicting operations, financial outlay, staffing, and facilities development on what may be false enrollment statistics, the college stands to suffer budgetary losses of sizable proportions. Expenses incurred in processing students who subsequently drop out are, in themselves, sizable.

NORMS OF STUDENT CHARACTERISTICS

In planning its program, the junior college must take into account national and local norms that may relate to conditions which affect student progress. It is essential, for example, that the college have information about national and local norms on student intelligence, socioeconomic status, marital status, educational goals, and levels of preparation.

Such data can be obtained from national and local admissions and student personnel records. By comparing such basic facts about local, state, and national student populations, follow-up studies can be interpreted with maximum meaning and validity. Furthermore, as colleges gain more experience in surveying students' characteristics, problems, and development, added insights into requirements for additional information and kinds of facts that should be included in personnel records will be gained.

ADAPTATIONS OF CURRICULUM AND INSTRUCTION

Junior colleges are often called "community colleges" because their curriculums reflect the social, economic, and industrial life of the communities they serve. To insure a proper orientation to local needs, colleges often organize advisory committees—composed of representatives of professional, business, and industrial interests—to assist in the establishment of new courses and curriculums, or to review existing programs in terms of changing needs.

Follow-up procedures should be employed to make certain that the college programs are serving the needs of the community, and do, in fact, reflect the social and economic status of the population. It would be ill-advised, for example, for a community college to overemphasize preprofessional training in a community where technical and semiprofessional programs would be more appropriate both for high school graduates and for local manpower users.

To verify whether the junior college is reflecting in its program the needs of the community, follow-up surveys of each graduating class should be conducted. This is especially true where there is a great flux in population and change in industrial development. Such studies will reveal the number of students transferring to four-year colleges and the number of technical-occupational graduates being placed locally. A further breakdown of the latter figure will give an indication of the specific businesses and industries that are absorbing community college graduates. Such information, in turn, should provide a valid basis for eliminating curriculums which are not serving local, state, or national manpower needs and for adding new programs required by employment changes.

VOCATIONAL-TECHNICAL PROGRAMS

Rapid changes in technology mandate continuous revision of technical instruction. Feed-back of information from recently employed students provides one of the best means of obtaining an evaluation of the relevance of course content, instructional emphasis, and student advisement to the actual demands of employment. Two years or less is a short time in which to prepare students for technical and semiprofessional careers. Several perennial questions face curriculum builders and student advisers:

1. What proportion of the student's program should be general education, and what part technical education?
2. What are the essential general and technical education components?
3. To what extent should technical education be specialized?
4. How much emphasis should be given in technical courses to theory and how much to skills and application?
5. How much and what kind of related, supplementary science and mathematics should the technical student be required to master?
6. What combinations of native ability and technical aptitude and proficiency are requisite for successful careers in various kinds of employment?

Follow-up studies provide some answers to these questions. Unfortunately they do not always clearly indicate the necessary course of action because replies from students after they have become employed may contain conflicting recommendations. For this reason, individual replies must be studied in order to determine the factors which are common to employment in a given position in a given field, and also to uncover differences which are related to individual employers, rather than to fields of employment.

Studies of this type are particularly helpful to advisory committees. When a committee has substantial data about graduates, it frequently is in a better position to recommend changes in employment practices as well as to recommend changes in curriculum, instruction, or advisement. When the bonds of partnership between the college and industry are strengthened in this way, all involved benefit—especially the student.

TRANSFER PROGRAMS

Junior colleges often are judged as to their effectiveness largely on the basis of the success of students who transfer to four-year colleges and universities at the end of two years. Accreditation teams direct substantial attention toward transfer courses, perhaps because these teams feel they can best judge this effort of the two-year college. Colleges must systematically survey and analyze programs of transfer students in order to insure that the experiences offered in the junior college will lead to success in upper-division work. Such continuous evaluation may result in changes in teaching materials, revision of examination and testing procedures, modification of course content and changing course prerequisites.

Successful preparation of students for upper-division work requires knowledge of: (1) the characteristics of the four-year colleges to which students will transfer; (2) the numbers of students who transfer to each college; (3) the major fields in which the transfer students enroll; (4) the success of previous transfer students in various upper-division major fields of study in these colleges; and (5) problems frequently encountered by transfer students. When adequate data are collected by the junior college on these points, liaison with the four-year college will be strengthened.

Success of transfer students is usually measured by: (1) grades earned after transfer; (2) the number achieving honors, and those earning less than an average grade; and (3) the differential between grades earned in the junior college and those earned after transfer. Annual follow-up studies should routinely analyze these factors.

GENERAL EDUCATION

Little systematic study is made of the effectiveness of general education requirements in two-year colleges. Yet, counselors, advisers, and instructors claim that this phase of the student's education is extremely important, and graduation requirements usually demand completion of some general education pattern. The results sought from general education are admittedly difficult to measure but their importance seems to warrant more effort towards evaluation.

It is difficult to ascertain the combination of program and experience that will produce lasting impact on communication skills, critical thinking, health habits, and values, or the kind of preparation which gives tangible evidence of influencing an individual toward better personal and social adjustment, citizenship competence, and stable family relationships. Intensive follow-up studies along these lines would seem to be as important as follow-up studies which assess the level of competence developed in any other program of the college.

GRADING STANDARDS

Both philosophical and practical problems are associated with the establishment and maintenance of grading standards which are appropriate for the various objectives of a comprehensive, two-year college. Continuous review of grading practices of individual instructors and of special courses and curriculums is essential. Grading practices must be related to educational objectives and to student characteristics. Many new instructors require time to appreciate the need for multiple grading standards. Follow-up studies provide more helpful data in determining realistic standards than is provided by any other source of information.

Tendencies toward either lenient or excessively severe grading may be detected by systematic analysis of grade distributions each semester. If individuals or departments are found to have given a disproportionate number of high grades, there is opportunity then to schedule conferences and examine grading philosophies and systems. Evidence from follow-up studies provides a sound means of validating grading standards. Likewise, it is possible that extremes in grading may be revealed by such studies.

Many other statistical inferences can be gained through study of grade distribution. For example, this type of follow-up will reveal how many students withdraw unofficially from college, how many withdraw with failing or passing grades, and how many receive administrative failing grades for nonattendance. The implication for further research on grades constitutes another promising area for follow-up studies.

ANALYSIS OF INSTRUCTORS AND COUNSELORS

Follow-up studies provide one means of measuring the effectiveness of instructors and counselors. Student assessments of the helpfulness of faculty and staff, ascertained in yearly or frequent studies, are one of the best sources of data for staff improvement.

Students will be quick to point out instructors whom they considered to be overly demanding or lacking in understanding, and those who showed patience and comprehension of student problems. They will give their opinions on the counseling and individual attention received. While the attitudes of departing students toward instructors and counselors must be analyzed carefully, they do identify problems that may assist in faculty and staff development.

ENTRANCE REQUIREMENTS

When a student is admitted to a college, he should have high expectation of success. In most cases, the student should not be admitted if the college does not offer a program or programs in which the student has a reasonable possibility of success.

Two-year colleges vary in their admissions criteria and standards. Some are highly selective, and others, by law or by preference, subscribe to the "open door" policy, admitting all high school graduates and those over 18 years of age who can benefit from college experience. Colleges with liberal admissions policies usually place restrictions on admission to certain curriculums within the institutions, thus assuring that some students do not enter programs where their opportunities for success are negligible.

The effectiveness of screening procedures in all junior colleges is germane to follow-up studies. Constant review of admissions requirements is necessary. Failure of the college to evaluate and use admissions requirements for specific majors and curriculums can lead students to select courses in which failure is almost certain. When an inordinate number of such failures occurs, the cost to the college is high and unjustifiable.

Preservation of standards and exercise of prudence by faculty and administration in proper use of funds are expected and demanded.

Although junior colleges frequently do act as catalytic agents in resolving the vocational and educational objectives of their students, many false starts and much time and expense could be saved by analyzing, through follow-up, the effectiveness of admissions requirements and course prerequisites. Sometimes the implications of these studies indicate the need for establishing new cut-off scores on tests, or the development of new tests and other admissions procedures.

Enrollment studies will show the number of students seeking enrollment in specific programs and courses which employ screening criteria; the number of students rejected; and the number who succeed and fail in each course or program. Follow-up will be effective, then, as a measure of predicting success, not only in college, but also in specific courses and curriculums.

Continuous follow-up study of placement and admissions tests also provides the college administration with an excellent means of predicting numbers of class and laboratory sections, in estimating numbers of transfer and technical-occupational students, in forecasting the number of part-time students, and in estimating the number and types of remedial sections required. Such information, or the trends it suggests, can also assist greatly in predicting faculty and facility needs.

COUNSELING AND GUIDANCE

Counseling is considered by many authorities to be one of the principal functions of junior colleges. Many counselors believe that the greatest challenge to their competencies lies in counseling in junior colleges. Reasons for these beliefs have their origin in the variety and complexity of the curriculums in the vocational indecision of many students, and in the variety and potential and performance of individuals in the heterogeneous student body.

At the time they enroll in junior college many students may be substantially unaware of their vocational objectives, their majors, their capacities, and their interests. Some students have experienced near failure in high school and face major problems of orientation. Many students with aspirations to enter four-year colleges immediately following high school find that they are ineligible, so adjustments in attitudes and objectives become necessary. Another group of students posing a challenge for counseling and instruction is composed of persons possessing adequate ability and interest but having minimal previous formal education. There are also those who are eligible to enter baccalaureate programs immediately after high school but who need help in selecting majors and in choosing appropriate four-year colleges. Proper placement, timely encouragement, and direction are necessary for their assistance. Other students, who may be misguided in their objectives, will require directive counseling into those areas wherein they may have interest and potential of success.

The transfer student, in many cases, profits from guidance in selecting a college to continue his upper-division study. The counselor will be asked to help him make this selection. All transfer students reasonably expect counselors to interpret the four-year colleges in terms of admissions requirements, philosophy, prerequisites, and subject matter.

Vocational guidance is only as effective as it is realistic, current, and meaningful to the student. A great many high school students enter junior college with hazy concepts of their vocational goals. Many of them who are not qualified will indicate intent to transfer to a four-year college because they feel vocational programs lack prestige. They need realistic counseling and orientation to the world of industry and business which will help them discover their potential, and reassure them of their worth to society in a nonprofessional career.

Follow-up studies of counseling services will indicate the effectiveness of the guidance program in aiding students to select courses of study consistent with their abilities and with the needs of the community. Studies may show needs for additional counseling personnel; for an in-service training program to insure adequate and current counseling; or for improvement of some other particular aspect of counseling. The effectiveness of the counseling staff in assisting students to achieve success is best evaluated by systematic follow-up studies.

Testing

Test data for each student must be compiled before the student is scheduled for an interview with a counselor. Test scores serve as a basis for placing students in classes where they may succeed and also be challenged, to determine vocational choices, to estimate probability of success in various curriculums, and to establish norms by which students may be compared with students in other colleges. How well all of these functions are served by testing is an essential part of follow-up procedures.

From follow-up studies of testing, valuable insights will be gained concerning the extent to which the student's choices are affected by testing, the predictive value of tests for their performance in the various courses and the curriculum selected, and faculty reaction to the testing program.

Clinical Psychological Services

Generally speaking, junior colleges are not equipped to provide therapy for disturbed students. In many cases, the best course of action is for junior college counselors to refer such students to competent, professional people.

Naturally, counseling personnel are interested in detecting as soon as possible persons who might require or benefit from such guidance. The faculty can note symptoms of abnormal behavior and refer such cases to counselors who, in turn, can identify students who require resources for such specialized assistance from community agencies. A study of this specialized activity is preferably conducted separately from general follow-up studies.

Health Services

Most colleges offer some health services for their students. Although the amount and type may vary, it is desirable to study periodically how effectively the needs of the students and the college are being met. The effectiveness of preadmission physical examinations, immunization, accident prevention and treatment, safety and health instruction should not be overlooked in follow-up studies. Student reaction to such services can give valuable insight into the effectiveness of the health program of the college and provide a reliable basis for modifying or evaluating the existing program.

Placement

Placement is a segment of student personnel services which is pivotal to the successful functioning of a comprehensive junior college. It is imperative that, if placement is to be effective, frequent follow-up studies should be undertaken in order to observe the direction and preserve the quality of its services. College placement has been defined as "a service which assists its student clients in relating their personal qualities, education, and experience to occupational requirements, assists them in their search for employment, and cooperates with employers in the successful induction of the student into part-time and career positions." [1] An evaluation of the effectiveness of this very important aspect of personnel services in junior colleges will concern itself with the qualitative as well as the quantitative aspect of placement. Placement service introspection generally consists of evaluating the adequacy of personnel and their facilities, an examination of the records to determine how many students are placed, what type of guidance they receive regarding job selection, whether they accepted part-time or full-time employment, how effectively they perform on the job, and what feed-back is established to allow the college to formulate judgments concerning reactions of employer and student. Although follow-up is concerned primarily with the results of placement, it is also concerned with the effectiveness of its methods.

Community colleges are often in an enviable position to evaluate placement procedures because of their proximity to employers. Resident colleges are forced, usually, to rely on use of questionnaires to employers and former students in order to secure information, since places of employment may be in localities other than that of the college. No effort should be spared, in either case, to conduct continuing and thorough follow-up studies of placement practices. No better method exists for determining how well the technical-occupational objectives of the college are being carried out.

One of the greatest hindrances to objective evaluation of placement lies in relying on nonprecise definitions of success. Further research will be required before employment success can be measured accurately enough to provide a valid basis for evaluating the impact of guidance and instruction on job readiness. Systematic follow-up studies, if carefully analyzed, may yield clues to improved evaluative techniques.

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[1] Mohs, Milton H. *Service through Placement in the Junior College.* Washington, D.C.: the American Association of Junior Colleges, 1962, p. 3.

Student Activities

Student activities generally denote participation in self-government, interest clubs, social activities, and organized athletics. A well-organized and effective student activity program is dependent, basically, upon the student body's participation in, and conduct of, student affairs. All efforts at beginning an evaluation of the effectiveness of the student activity program of a junior college must commence with an understanding of the philosophy of college officials toward extracurricular activities. College authorities must recognize that education consists of developing leadership and responsible citizenship as well as formal learning.

Usually, mistakes made in a classroom are considered as evidences of the maturation of the individual. But mistakes made in the conduct of student government often are judged to be evidence of student irresponsibility. Complete success in student government is as rare as complete success in a classroom. The most important part of the student government program is the process, not the accomplishment of the activity. Student appraisal of the activity program should be sought because there is a strong relationship between an effective activity program and student morale. A periodic, systematic evaluation of the student activity program should be conducted to ensure that this program is contributing to the development of socially mature students.

Housing and Dining Services

Residential colleges uniformly emphasize the educational advantages for students of varied backgrounds living together on campus. Such a mingling provides opportunity for educational enrichment and for development of social responsibilities when the dormitory is used as an educational unit. Colleges have discarded the idea that their responsibility ends when the student is assigned a room and given a meal ticket. College dormitories are not hotels wherein casual relationships exist between the proprietor and the guest; rather the guest is a student and the proprietor is an educator throughout the day.

Follow-up studies will show how well the college is providing the following residence services:

1. Adequacy of living quarters and meals
2. Balance in privacy and social interaction
3. Appropriate regulations and supervision
4. Effective student control in developing personal responsibility
5. Availability of competent personal guidance within the residence hall.

Community colleges which do not have residence halls find their student centers provide opportunity for many of the advantages of residence hall living. Follow-up studies are helpful in improving opportunities in the student center or the residence hall for informal social experiences which may give the student a feeling of identity with the college.

Records

The establishment, maintenance, and proper use of records provide the broad basis for all examination and analysis of student progress.

Carefully planned records, which include essential or important information, not only make student personnel services more effective but also are essential to meaningful follow-up procedures. Excellent records of three types are essential: (1) admissions information, (2) academic achievement, and (3) student personnel information.

Colleges usually have established policies regarding specific categories of information which are to be collected for use while the student is enrolled, and other information which is to be retained permanently. Use of microfilm and data processing tapes reduce the storage problem, especially in colleges with large enrollments. Information about students, which should be retained permanently, will answer questions about the student's background, his progress and achievement in college, his record on qualifying examinations, counseling data of a nonpersonal nature, his student activities records, and other information needed for letters of reference.

A new development in record keeping is that of utilizing the student's social security number as the identifying code number. This system has proved helpful in avoiding duplication of information and provides easy access to records when they are needed. When such practice becomes common it should greatly simplify the task of locating former students for purposes of follow-up studies.

The quality of the record system of a college will be immediately evident when these records are used to interpret information obtained in follow-up studies.

Public Relations

Because an important part of student personnel services in junior colleges begins before the student enrolls in college, attention in any follow-up study should be directed toward the means used to inform parents, high school students, and the public in general of the educational opportunities of the junior college. This aspect of the public relations endeavor is frequently conducted by the student personnel staff and is accomplished through the press, addresses to civic groups, by "College Night" programs at high schools, by addresses to high school students, and through college publications.

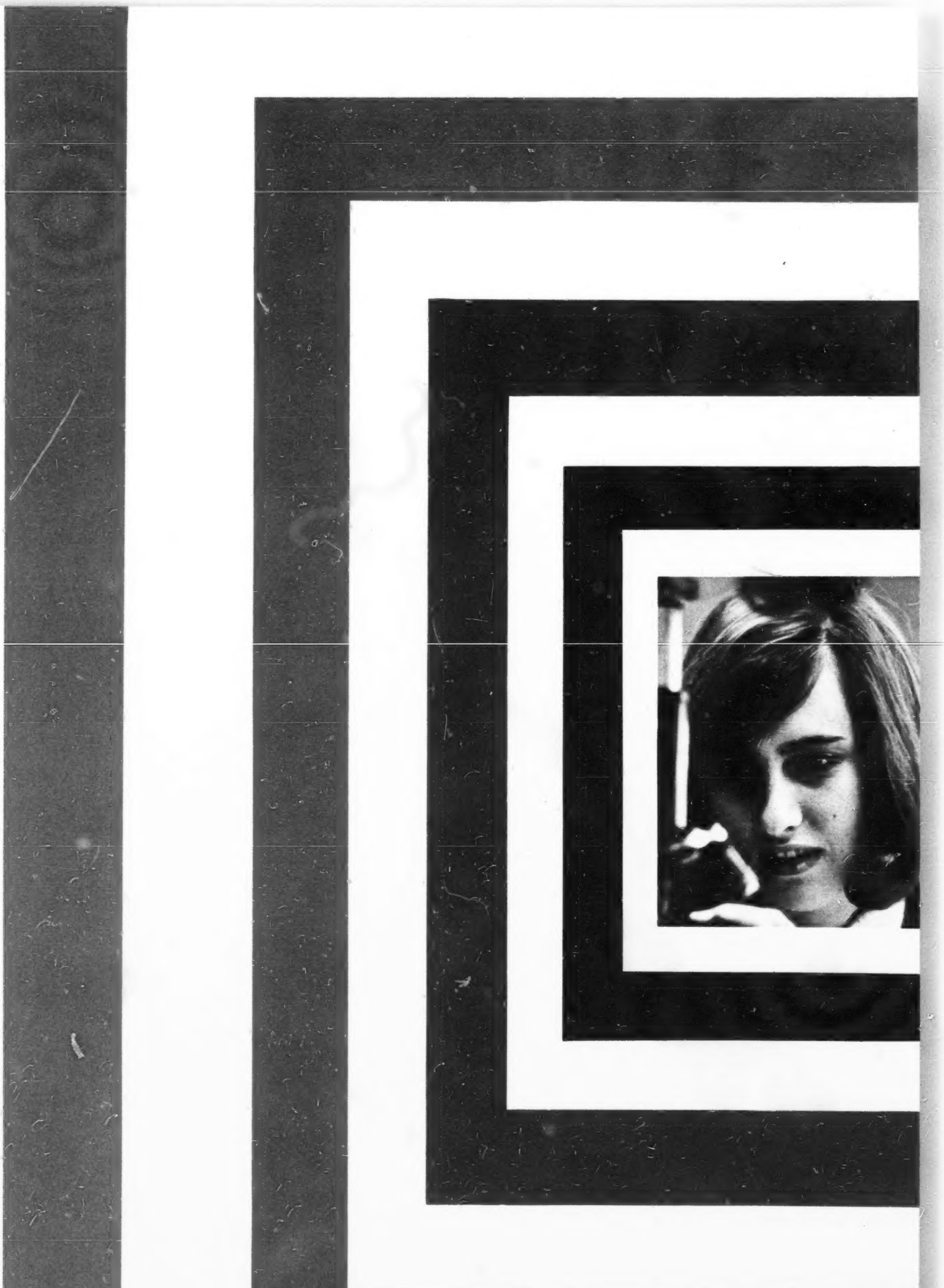
Follow-up studies should seek to determine how effectively the college image is being projected in the community. It would be a mistake for a junior college to assume that its community is fully acquainted with the college and its programs merely because the college has been in existence for a long time. Changing populations, with the influx sometimes coming from sections of the country where no junior colleges exist, must be oriented to the junior college. Lack of understanding is all too common. Some junior colleges, perceiving that counseling alone cannot accomplish the task of informing the public of the functions of the junior college, have established public information offices appropriately staffed for the public relations job.

Follow-up studies should seek to provide information by which the college may judge the impressions entering students have of the college and its programs at the time they enroll. With proper information, realistic orientation programs can be planned and improvement of preenrollment publicity may be implemented.

Orientation

The procedures by which a college orients its new students should be evaluated in follow-up studies. Students differ in the value they ascribe to such activities as "Freshman Day," explanation of college rules and regulations, and campus tours. In the evaluation, it is important to ascertain the activities which most influence the student in achieving an identification with the college and the activities which reduce the time required by the student to adjust to the demands of college life and routine.

In addition to "Orientation Day" programs colleges schedule group guidance orientation classes for part or all of the first semester. Such courses help students to improve study habits, evaluate interests and aptitudes, interpret the meaning of test scores, and provide assistance in improving personal and social adjustment. These classes, when taught by the student's counselor, pave the way for effective, individual conferences which can be devoted to interpretation rather than explanation. Follow-up studies enable the college to correct false impressions about effective orientation practices and to retain those activities judged beneficial.



Part II

FOLLOW-UP PROCEDURES

Procedures and methods by which a junior college may develop and employ follow-up practices in an effective manner are varied. When the personnel services are of a comprehensive nature touching upon the total collegiate program of the student, it seems logical that the student personnel staff should conduct, or at least coordinate, the follow-up studies. Colleges which employ directors of research may find it advantageous to center all studies in the research office. If the study is well-designated and well-planned and the results are disseminated to the appropriate departments of the college, the office to which the study is assigned is not of great importance.

The effectiveness of a follow-up study frequently bears a direct relationship to the time and care devoted to planning it. An important step in launching a follow-up study is to insure that both the administration and the faculty are in agreement on the values to be derived. Joint planning by both faculty and administration usually results in a more effective study and in more widespread use of its findings. A steering committee of faculty and administration, including representation from both instruction and student personnel services, should be established. This committee will define and delimit the study, formulate procedural guidelines, design the study, and structure the methods to be used in carrying it out.

The principal tools employed in follow-up studies are record analysis, interviews, and questionnaires, or a combination of such devices. If questionnaires are to be used, care should be given to their formulation. Questions which are ambiguous and incomplete usually elicit responses in kind. The combined talents of the faculty members of the sociology, psychology, and mathematics departments should be sought in designing follow-up questionnaires and in interpreting the responses to them. Knowledge of research techniques and sampling methods will do much to reduce costs and to increase the effectiveness of the surveys.

It is recommended that interviews be used wherever possible. The personal nature of an interview will assure greater rapport than can be obtained through a questionnaire. Students are usually eager to cooperate when representatives of the college call upon them. Interviews also have the advantage of providing opportunity for expansion and explanation of student opinions.

However, in conducting an interview which will have validity it is advisable for the junior college representative to work from a prepared questionnaire or check sheet in order to insure comparable inclusion of all topics to be assessed by the study. To preserve the feeling of personal contact, it is recommended that the interviewer, rather than the student, record the statements made in the interview. Care should be exercised not to lead the student into making statements which do not actually represent his opinion.

When expense, distance, time, and other factors preclude interviews, a thoughtfully developed questionnaire can secure much valuable follow-up information.

In the following pages practical approaches to organizing and conducting follow-up studies are described for three selected categories: transfer students, technical-occupational curriculum graduates, dropouts and withdrawals.

FOLLOW-UP STUDIES OF TRANSFER STUDENTS

The follow-up study on transfer students should be concerned with:

1. Determining the colleges to which students transferred
2. Ascertaining major fields of study of transferring students
3. Observing changes in the student after transfer
4. Discovering admission problems and problems of acceptability of junior college courses
5. Comparing the students' performance at the four-year college and the junior college

6. Obtaining the students' opinion of the quality of preparation provided in the junior college

7. Ascertaining areas of strength and weaknesses in the junior college program

8. Verifying correlation of subject matter taught at the junior college with that of the four-year college

9. Observing at what period of junior college education most students transfer, and the relationship of the period of attendance at the junior college to success in the senior college.

An important decision to be made in initiating the study of transfer students is the selection of four-year colleges to be included in the study. Usually a major portion of the graduates of particular junior colleges transfer consistently to a small number of colleges, and the remainder transfer to a variety of others. In most instances, very little research is needed to determine to which colleges the bulk of the students have transferred. It is much more difficult to locate the students who have elected to attend colleges which attract only a few of the graduates. Requests for transcripts will help determine the destinations of transfer students. In some cases, the four-year colleges provide a roster of those students who have enrolled, as well as invitations to visit the students. In the final analysis, the decision as to the number of colleges to be included in the study will be based on the distribution of transfer students; the method of research used, whether interview or questionnaire; and the finances available to conduct the study.

The degree of comparability of instruction and instructional standards in junior colleges and four-year colleges is one of the most important findings of transfer follow-up studies. It is also one of the most difficult to obtain accurately and in depth. One way of determining comparability of instruction is to compare grade-point averages achieved by the same student at each institution. When the grade differential between institutions is very high, (over one-half a grade point) an analysis of the distribution of grades at the junior college is suggested. Through such a process, tendencies toward both lenient and severe grading may be detected. Comparison of student success at several senior colleges and universities gives counselors valuable clues to advising students in selecting a college to which they can transfer with expectation of success.

Often an analysis of student records will reveal errors in evaluating transfer credit by the university. The most serious result of such errors occurs when a student is required by the four-year college to repeat a course already completed at the junior college. The reasons for such action must be determined so the junior college may take steps to prevent recurrence of such action.

Reasons will vary, of course, but when a course must be repeated, there is obviously need for better articulation between the two-year and four-year colleges. Nothing is more damaging to the reputation of the junior college than to have its credits refused by the four-year institutions.

To expedite communication and to bring about better understanding of mutual problems of course equivalence it is advisable to assign responsibility for relations with other educational institutions to a specific person or office of the junior college. Usually an administrative staff member with a broad orientation to college policy and philosophy would be assigned to this function. By centralizing this responsibility in one office, or in one person, continuity can be maintained, and errors can be more readily corrected.

The Interview

Junior college representatives will be welcomed at senior colleges as they prepare to interview former students and, in fact, the four-year institutions will usually assist in expediting the process. Through contact with his counterpart at the four-year institution, either by mail or telephone, the junior college representative can make necessary arrangements for interviews. Care should be taken to avoid holidays and examination periods when scheduling visits and interviews.

Usually the four-year college will arrange for the place of interview, the schedule, and the notification of students, though sometimes the junior college representative may be asked to make contacts with former students directly. The junior college agent should plan to make himself available throughout the day of his visit so students will have opportunity to meet with him at their convenience.

Sufficient time should be given the four-year college to make the necessary preparation for the visit by the junior college representative. Remembering that this service is a courtesy, junior college representatives should not cause unnecessary inconveniences by thoughtless requests.

Through the interviews, students are able to furnish many insights into the effectiveness of the junior college. Naturally, their observations and comments should be carefully evaluated in terms of the students' reliability, previous records at the junior college, and their opportunity to have observed firsthand the situation upon which they are commenting. Allowances must be made for a certain amount of subjectivity. Because instructors do not influence all students similarly, comments about instructors must be carefully considered before any valid judgment can be deduced. In research of this type, it is safe to presume that, in most instances, students are well-intentioned and are trying to be objective about their evaluations.

In order to get best results from interviews, it is advisable to acquaint the students with this service while they are still attending junior college. It should be pointed out that follow-up studies are evidence of the continuing interest of the college in the welfare of the student, and that they provide an excellent opportunity for the student to make a significant contribution to the junior college.

The junior college representative who is to conduct the interviews must make advance preparation by studying student records—both before and after transfer—and by compiling grade-point differentials, program changes, and other information which familiarize him with the student's relative success at the two institutions. Grades taken from the official records of the college are far more reliable than grades estimated by the student.

An important advantage of the follow-up interview is that it provides opportunity for the counselor to aid the student quickly, when need for aid is perceived. Homesick students, those who are not achieving as well as they did in junior college, and those who have personal problems, many times turn to the junior college for assistance. They may not always overtly seek help with personal problems but the skilled interviewer can discern difficulties and offer assistance. If possible, the same students should be interviewed twice during their careers at the four-year colleges. Increased maturity and insight may cause some to alter original conclusions about the overall effectiveness of the junior college program.

The Questionnaire

Questionnaires employed to gather information about transfer students are used in connection with interviews or as a substitute means of collecting data. When used in conjunction with the interview, the questionnaire helps the interviewer to include salient points in the discussion. The advantage of the questionnaire for widely dispersed graduates is obvious.

Although questions selected for inclusion in the questionnaire will vary, the first section of the questionnaire will probably include questions such as the following:

1. Student—name, age, sex
2. College to which he transferred
3. Date of transfer
4. Number of semesters completed at the junior college
5. Field of study pursued at the junior college
6. Major presently being studied at the four-year college
7. Date of the interview and the number of semesters completed at the four-year college
8. Grade-point average at the junior college
9. Grade-point average at the four-year college.

The second section of the questionnaire in most cases is concerned with the process of admission to the four-year college. Problems of articulation with regard to acceptance of courses by the four-year college usually emerge from such questions as: “Were all of your transfer courses accepted by the four-year college?” “Which courses were not accepted?” The responses to these questions give the interviewer the opportunity to perceive articulation problems, and in some cases, the opportunity, while he is still on campus, to have the four-year college rectify evaluation mistakes if any exist. This is one of the most important sections of the interview for the student because, if a mistake has been made in the process of evaluation, the junior college representative can ask the admissions dean to take corrective action with reasonable expectation of success.

The third section of the questionnaire, relating to instruction, may concern itself with the following:

1. Adequacy of the junior college curriculum
2. Student's evaluation of instruction in the junior college
3. Competency of junior college instructors with regard to experience and preparation
4. Comparison of grading systems used at the junior college and the four-year college
5. Availability and willingness of the junior college instructors to give assistance to students
6. Comparison of study assignments at the junior college with those at the four-year college
7. Difficulties encountered by the student in the transition to the four-year college, and advice on how these difficulties could be reduced or eliminated for future students.

A fourth section of the questionnaire should concern itself with the student personnel services provided by the junior college. The following information may be requested:

1. The student's opinion as to the adequacy of educational counseling. The interviewer will be concerned with the student's evaluation of the ability of the counselor to give proper advice about the curriculums of the four-year college.
2. The student's opinion on the adequacy of personal counseling. Was it available when the student needed it and was the counselor willing and able to give the kind of help the student sought? Was there a system of referral if specialized assistance was required?
3. The student's opinion as to the amount and quality of assistance provided in vocational planning. Was specialized testing used to assist the student in discovering abilities and interests?
4. The student's opinion of the value of the extracurricular program. Was the program sufficiently extensive? How general was the student's participation? Did it provide sufficient opportunity for leadership? How did it compare with opportunity at the four-year college?
5. The adequacy of the placement services. Did the student require

part-time employment while in college? Was the placement office effective in helping him obtain it?

A final section of the questionnaire is frequently used for the purpose of eliciting general impressions of the entire junior college program. Junior college interviews often ask the student to compare the instruction at the junior college with that of the four-year college, soliciting the process recommendations for strengthening junior college instruction.

The organization of the questionnaire and the subjects suggested here are, at best, rough guides as to the type of information follow-up studies of transfer students may seek. Naturally, the committee which establishes the philosophy and objectives of the study may design the questionnaire to achieve these objectives. Each time a follow-up study is conducted the questionnaire should be revised in accordance with changed objectives or observed imperfections, particularly when there are questions which yielded ambiguous answers. Moreover, questionnaires should be brief and planned in such a way that responses can be tabulated quickly and efficiently. (A comprehensive form aimed at eliciting brief answers may be found in Form 1, pp. 54-57, and Form 2, pp. 57-58.)

Annual Reports from Senior Colleges

In addition to the data derived from the interviews and questionnaires, another rich source of information is that found frequently in reports regularly furnished by the four-year colleges. There is an increasing trend for senior colleges to send to the junior colleges grade reports on individual students, as well as statistical data comparing the grade-point average of the junior college students with the native students. Some universities send annually to junior colleges statistical summaries of the work of junior college transfers along with their transcripts.

Systematically prepared reports of this type make possible comparisons of the performances of junior college students with native students in the university. This is a particularly valuable service because relatively few junior colleges systematically collect follow-up data on transfer students from the time of their transfer to the time they receive their bachelor's degree. The advantages of complete and uninterrupted data are obvious. It is to be hoped that increased use of data processing equipment will make such reports and studies routine and widespread.

Reporting Transfer Follow-Up Studies

When the final analyses of the record, the interviews, and/or the questionnaires are made, the findings should be reported to the administration and faculty. Custom seems to indicate that written reports, complete with statistical data, be submitted routinely to the administration. Some colleges prepare additional reports for the faculty which may be written or may be presented orally at a general faculty meeting or in departmental meetings. It should be kept in mind that lengthy statistical reports frequently do not inspire action, yet they are valuable for later comparisons.

Whether the report is oral or written, the person who conducted the study should interpret the results in the light of his experience and make comparisons which will be meaningful. In most cases, the faculty who teach transfer subjects will center their interest on grade-point differentials, the students' opinions and attitudes toward their teaching, and how well junior college preparation correlated with preparation provided at the four-year college. Quotes from the students concerning their impressions of the junior college in general and their attitudes toward the value of junior college education are appreciated by the faculty. Student remarks about individual instructors or counselors, of either complimentary or uncomplimentary nature, should be reserved for private dissemination.

Many of the four-year colleges can benefit from comments that transfer students make concerning their programs and many of the colleges request copies of the report. As a courtesy and a mark of appreciation for the extra work involved in arranging follow-up interviews, it is good practice to forward any information which would be of help to the four-year college in its self-evaluation.

FOLLOW-UP STUDIES OF TECHNICAL-OCCUPATIONAL STUDENTS

One of the most vital, frequently neglected, and yet highly important areas of follow-up studies is that of students in technical-occupational curriculums. These studies are more difficult than studies of transfer students for the following reasons:

1. Technical-occupational students quickly disperse; they are difficult to find.

2. Because of the dispersion of students, greater reliance must be put on the questionnaire as a source of information; interviews are difficult and time-consuming except in certain employment concentrations.

3. Not all students who become employed after they leave junior college were enrolled in technical-occupational curriculums in the junior college.

4. Caution must be exercised to separate the dropouts from the occupationally prepared students.

5. Standards of acceptable employment performance vary widely in business and industry.

6. Response from occupational students, especially when the questionnaire is the only means to reach them, is frequently low.

There are, of course, exceptions to these generalizations. Many groups of students with occupational majors are quite uniform in their preparation, are employed in well-defined positions, and respond willingly to any assistance requested.

Focal Points of the Process

To provide a meaningful base upon which to evaluate the findings from follow-up studies, related follow-up studies of technical-occupational studies should include the following elements of student supply, occupational opportunities, and employment needs:

1. Study of the educational programs and interests of graduating high school seniors in the junior college districts

2. Study of manpower needs and supply prepared by federal, state, and local agencies

3. Surveys of manpower needs of the entire community and its environs to determine the types of industry and business that could employ junior college graduates

4. Surveys of industries and businesses to determine educational preparation required currently and in the future

5. Surveys of supervisors in business and industrial fields to determine the specific knowledge, skill, and abilities required in the occupations they represent

6. Continuing study of the students who are presently enrolled in junior college as to their majors and indicated interests, and the relationship of these programs to employment opportunity

7. Study of former students, both graduates and non-graduates, of the technical-occupational curriculum to determine their place of employment, and to secure their impressions of their junior college preparation

8. Analysis of the junior college placement records to determine the categories of employment of students, and the relationship of this employment to previous preparation

9. Surveys of employer reaction to student preparation for employment.

In establishing the framework for follow-up studies of technical-occupational students, the junior college is primarily concerned with two major problems. The first centers around concern as to whether the college is actually serving the community through its various curriculums. The second revolves around the question as to the adequacy of student preparation in these programs. The joint committee of faculty and administration directing follow-up research should decide the methods to be used to obtain an answer to these questions.

Community Needs

At an early stage in planning a follow-up study of technical-occupational students the several occupational advisory committees which serve the college should be consulted. Because members of these committees represent various community interests, their counsel and assistance will be helpful in designing the study, in securing support of the business community, in interpreting its findings, and in implementing its recommendations. Failure to use advisory committees would indeed represent poor public relations.

As a starting point, the objectives of the technical-occupational program should be reassessed in the light of any changes in the community's development. If the community is not changing in its industrial and business structure, and if the characteristics of the population have remained stable for some time, the curriculums may be meeting business and industrial needs. If there has been substantial community change, new objectives may need to be developed. Decisions about procedures to identify changes and to adapt the study to these changes should be a major initial consideration.

When a junior college is first established, much time and effort is spent in ascertaining the characteristics of the community in which it is located. Studies and surveys are originated and analyzed to determine occupational curriculums which are appropriate. As time goes on, there is a tendency to assume that the original selection of majors and subjects is still representative of local manpower demands. This assumption may be realistic in some communities, but it is unlikely in a majority of the country's cities and towns, for changing technology can alter the structure of a community in a very short time. Impressions as to adequacy of curriculums are not enough. They must be validated by continual research.

In ascertaining the effectiveness of technical-occupational curriculums, the following questions are frequently asked:

1. Is the college offering types and varieties of curriculums truly representative of the social, economic, and industrial life of the community it is serving?

2. By what means does the college check its objectives with its performance in this respect?

3. If advisory committees are used to guide the college in keeping curriculums current and representative of the needs of the community, how effective are they?

Community surveys are usually used to obtain data required to evaluate the appropriateness of occupational curriculums. Despite their expense, there has been an increase in their use during past years—local, state, and national. Federal funds are available to conduct area occupational studies which are aimed at determining need for and opportunity in new occupations. Foundation grants have been given to some private junior colleges for this purpose.

Research is being conducted in increasing amounts by federal and state agencies in order to keep information about changing occupational opportunities current. This information is available on request, and continuous study of these data is essential for any college operating technical-occupational programs.

Effectiveness of Curriculum

The second major problem to be solved by follow-up studies of technical-occupational students centers around how well the students are prepared for their employment. Follow-up research would be concerned with these questions:

1. Are the students receiving an education which permits them to move into their occupational endeavors with competence and assurance?
2. Are the students well-received by their employers as evidenced by a higher rate of pay and rapid promotion?
3. What are the students' opinions and attitudes toward the type of education they received in college?
4. Is the placement office supplying adequate numbers of skilled recruits for business and industry in the community?

Procedures

Usually, appraisal of student success in employment is accomplished through direct contact with students and employers. The survey may be organized to cover a single occupation, several occupations in a single field, or to cover all the fields in which the college provides occupational studies. The college must decide the number of graduating classes the survey should cover, and in what depth the information will be gathered.

When the scope of the survey is determined, initial contact is made with the employers who will participate in the study. Decisions must be made early as to the information that will be gathered by phone, by questionnaire, and by visits and interviews, and as to who will gather the data. While costly, a professional staff may get results that are better than those obtained with volunteer help.

Colleges planning their first occupational follow-up study should seek the assistance of a consultant. Small-scale studies done frequently are often more helpful than studies of larger scope done with long lapses of time between them. Experiences of other colleges could also be helpful and reports of other colleges which have conducted occupational follow-up studies should be thoroughly studied. The project director should be a person with experience in survey techniques, and one who is fully acquainted with the field under study. Employers respond favorably to contacts made by competent staff.

While surveys vary, information generally sought will include:

1. Number of junior college graduates employed
2. Other sources of employees in this field
3. Specific aspects of the preparation of the employees deemed essential
4. Specific weakness of employee preparation
5. Records of employee promotions.

For the data to be of maximum value in an occupational follow-up study, information must be gathered about *each* student. Only when the individual employee's employment record is compared with his collegiate preparation is the information diagnostically significant. Group data hide many important clues.

On the other hand, group data must be compiled. In this connection a meaningful summary is difficult because terminology for comparable tasks often differ. This difficulty can be minimized by selecting competent survey personnel, by validating questionnaire replies, and by providing built-in safeguards in the data collecting process.

The ideal to be sought is probably a routine follow-up of each student placed by the college. (See Pasadena City College form, Appendix, p. 67.) Systematic analysis of information gathered provides the college with reasonably reliable data and provides continuing opportunity to correct faulty data collecting techniques. Furthermore, periodic analysis of such data will distinguish genuine trends from temporary fluctuations.

It should be noted that surveys of a limited number of employers will provide data about only a small proportion of the occupational graduates. When the employer survey is combined with follow-up of each graduate, the information obtained is much more reliable. Though widely dispersed as most students are, most of them can be located, and when approached properly, their responses are as valuable as the responses of employers. From the students the college usually seeks the following information:

1. Dates enrolled in the college
2. Major in college
3. Present job; is it related to the student's major field of college experience?
4. Job sequence since leaving college
5. Aspects of college preparation which have proved helpful in obtaining initial employment and in gaining promotions
6. Deficiencies in college preparation
7. Additional education obtained since graduation
8. Evaluation of instruction
9. Evaluation of advisement and counseling
10. Advice to other students planning employment.

Because of the difficulty in keeping abreast of the constant change in technological fields, a combination of several methods of follow-up is advisable. Complete reliance on one method only is not adequate to assure a comprehensive picture of the community occupational requirements, and of the success of students in a variety of employment situations.

Placement Services

A very important phase of the technical-occupational follow-up study is that of evaluating the effectiveness of the placement service of the college. This service is one of the most important of all the student personnel services. In many colleges, the placement office is the lifeline between the college and the community which it serves. Through his many contacts, the placement officer keeps his finger on the business and industrial pulse of the college community and he is alert to employment opportunities for students on campus. Often he is the person responsible for conducting follow-up studies, and his office becomes the repository for the data received from such studies.

Any evaluation of the effectiveness of placement services should be undertaken from the viewpoint that placement is vocational guidance in action. Actually, while much vocational counseling is given by all counselors and by some instructors, the placement officer is best equipped to provide this service. The placement director and his staff should be considered essential members of the counseling and guidance team.

The following general guidelines are suggested for evaluating the effectiveness of placement services:

1. Is the placement office supplementing general counseling by offering vocational advice?

2. Are vocational materials and information current?

3. Are vocational tests administered by the placement office, or, if not, are results readily available to this office?

4. Does the placement officer communicate trends in new or unusual job classifications to the curriculum office so that appropriate educational programs may be initiated?

5. Does the placement office attempt to locate part-time positions for students?

6. Does the placement office report occupations which seem to be diminishing in numbers and importance?

7. Does the placement officer conduct an exit interview of dropouts, attempt to find them positions, and encourage them to continue their education?

8. What success has the placement office had in securing full-time employment of graduates?

9. Does the placement office have sufficient clerical help to process applications for employment by students, and requests for applicants by employers?

10. Is on-campus placement activity channeled through the placement office?

11. Do the deans or chairmen of the technical-occupational areas cooperate with the placement counselor in matters of placement and placement reports?

12. Are adequate placement records maintained?

13. Is there an effective system for maintaining off-campus contacts with prospective employers?

14. Does the placement officer make monthly reports which indicate the number of positions filled and the number of requests for student employment by prospective employees?

15. Does the placement officer maintain effective liaison with federal and state employment agencies so that notices of position vacancies can be posted?

DROPOUTS AND WITHDRAWALS

Junior colleges, like other educational institutions, take great pride in annual graduation ceremonies which offer tangible evidence of success, both of the student and of the instructor. While this feeling of pride is justified, it should be tempered with the recognition that an element of failure is present in every college. This failure is represented by the alarming number of students who enter college but who fail to complete a program of studies.

The trends vary, but generally follow one of these patterns:

1. Students, called "no shows," who register and complete the entire admissions process but fail to appear on the opening day of class

2. Students who drop out of college sometime during the semester without any explanation, thus becoming unofficial withdrawals

3. Students who withdraw with proper notice during the semester

4. Students who end their education before completing the junior college degree program. (Such withdrawals, of course, may not necessarily reflect failure on the part of the junior college because the students may have planned a short-range program of studies.)

Follow-up studies are concerned with determining the number of dropouts and withdrawals, attempting to determine the characteristics of such students, and taking the proper steps to reduce their number.

It is relatively easy to determine the number of "no shows." After the close of registration, the admissions office and the registrar are able to collect and count the uncalled for program cards. If a follow-up study of these students is to be initiated, there is a ready-made list of names and addresses which can be used as a basis for the study. It is usually true that this group, above all others, will yield the poorest returns on questionnaires.

It may be possible to reduce the number of "no show" students by charging registration fees but research has shown that a student may make preliminary application to more than one college in order to increase his chances of being admitted. And this practice may increase as a result of the increase in number of students seeking college education. This practice is, of course, unnecessary at public community colleges with open door admissions policies. A large proportion of the students who make multiple applications have marginal scholastic records.

The student who drops out of school sometime during the semester without any explanation, the "unofficial withdrawal," presents a different problem. Since he has not completed a terminal interview, it is difficult to trace his whereabouts or to identify his true reasons for leaving college.

The person who officially withdraws gives the college an opportunity to counsel with him, to determine the reasons for his withdrawal, and perhaps to assist him in finding employment. Many junior colleges have adopted the policy of requiring a withdrawal interview for each student who terminates during a semester. The statistics gathered from these interviews are a source of great interest, not only to the college concerned, but to all state educational agencies.

Follow-up studies of dropouts usually seek answers to the following:

1. Personal-social background of the student (sex, marital status, education of parents, income of parents, standards of housing, ethnic origin of students)
2. Academic potential and performance aptitude test scores, grade-point average, transfer or technical-occupational student, previous college experience
3. Probable causes of withdrawal (during what semester, reason given).

The college usually has considerable information about students before they become dropouts. But after students drop from college, they frequently are difficult to contact and rarely contribute much to further interpretation of causes leading to their withdrawal. Consequently, little has been learned from studies of student withdrawals, which will help to reduce this number.

Research has shown little correlation between student characteristics and dropouts. Matson,[1] after exploring the characteristics of two hundred and seventeen students who withdrew from public junior colleges, found, after comparing these students with others who remained in school, that there was very little difference in the two groups with regard to sex, marital status, veteran status, high school attended, socioeconomic status, academic aptitude, or grade-point average. One conclusion she reached from her study is the possibility that the student who withdraws lacks a sense of belonging or identification with the college.

More recent research indicates an interesting avenue to the identification of potential dropouts by measurement of attitudes. Roleder,[2] using a projective technique of personality assessment directed toward five attitude areas representative of the college student's background, experienced measurable success in predicting the type of student attitude which could forecast the dropout. He selected the following five attitude areas as determiners for dropouts:

1. Motivation
2. Collegiate culture
3. Levels of aspiration
4. Family relationships
5. Socioeconomic status

Although further research is indicated, the scale used in this experiment labeled correctly 81 per cent of the dropout group and 73 per cent of those in the group who remained in college. Additional studies of this type seem most desirable. Once it is possible to recognize in advance types of students who are apt to withdraw, research may then be undertaken to ascertain counseling approaches that will be most effective in holding these people in college and in helping them to achieve their goals.

The students who withdraw after completing a semester or two sometimes provide interesting cases for research. Investigation usually reveals that many who withdraw are dissatisfied with the college in some way. Students who withdraw at the close of any semester before they graduate do not have an exit interview. Therefore, their reasons for leaving and their attitudes toward the junior college must be explored by follow-up questionnaires or personal interviews. If it is found that a significant number of these people are transferring to other colleges, it is important to determine why this is happening. Dissatisfaction with instruction, with curriculums, or with student personnel services should be investigated and corrective action taken when necessary. (See Valley College forms in Appendix, pp. 59-60.)

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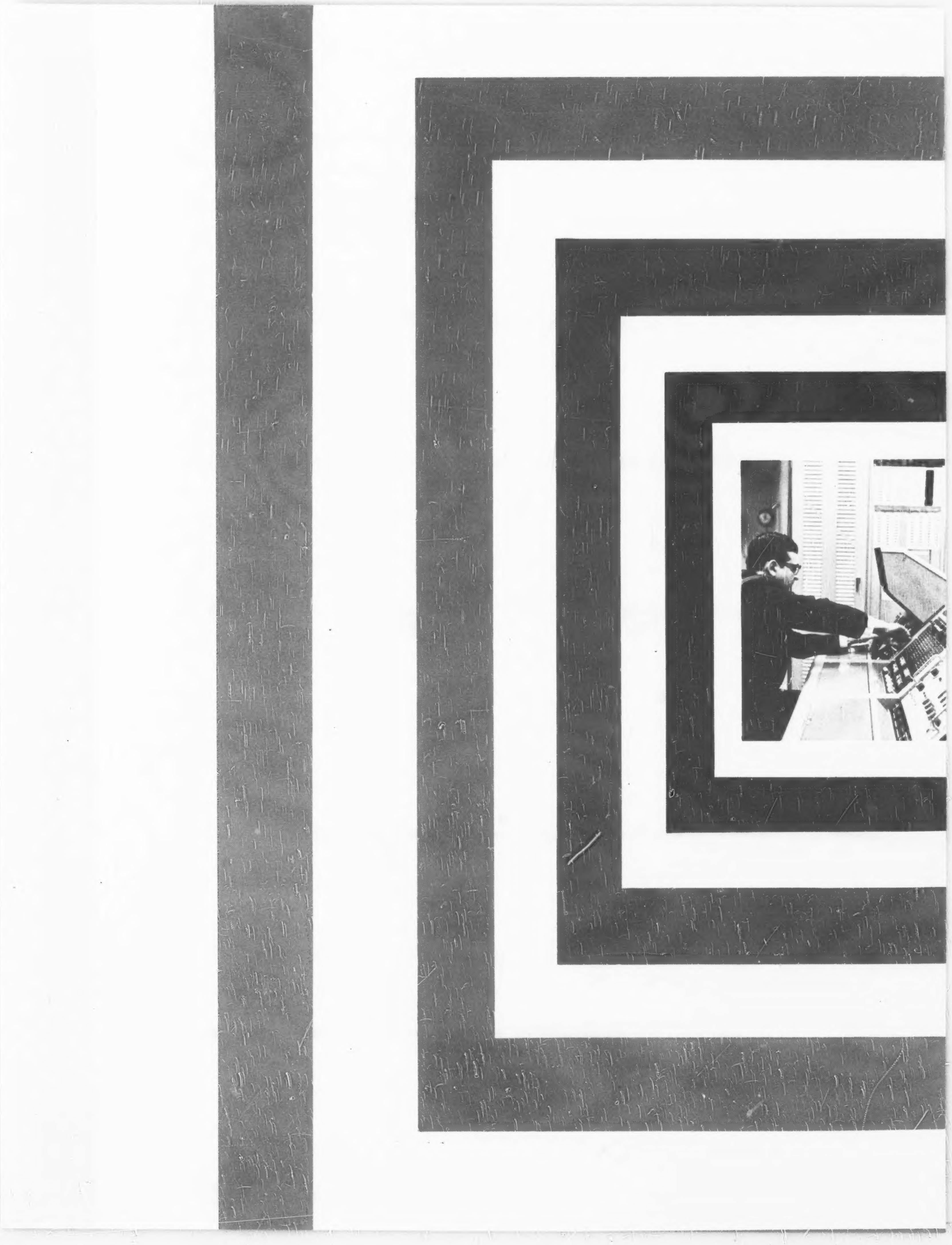
[1] Matson, Jane E. *Characteristics of Students Who Withdraw from a Public Junior College,* (Unpublished doctoral dissertation, Stanford University, 1955).

[2] Roleder, George T. *College Attitude Measurement by Direction of Perception Technique,* (Unpublished master's thesis, Claremont Graduate School, 1958).

It can be anticipated that many students who have accepted employment before graduation will continue their education in the evening program of the college. They should be included in all general follow-up studies to determine their reasons for leaving, their attitude toward the college, and their impressions as to how much they are benefiting on the job from the education they have received at the junior college. Certainly, the college should manifest a continuing interest in their well-being.

Future follow-up studies of students who withdraw must become much more incisive and analytical before we can predict with certainty the potential dropout or assess efforts to reduce the rate of dropouts. This is a field which needs more research.



Part III

USING FOLLOW-UP STUDIES

Implicit throughout this bulletin is the assumption that the information derived from follow-up studies will provide a basis for future action in various phases of college operations. This assumption is based on the belief that follow-up studies, as a type of institutional research, are directed toward the improvement of college services. When research data indicate a need for corrective action such action should be taken. Follow-up studies are not, and should not be, undertaken merely to compile records. Their ultimate objective is to gain information which will enable educators to do a better job.

In order to convert the information derived from follow-up studies into action which will bring improvement there must be an attitude shared by both faculty and administration which will encourage objective analysis of the junior college, its purposes, and procedures. There must be wholehearted cooperation both in the process of conducting studies and later in implementing its findings. Therefore, to be effective, all staff must be involved in follow-up studies. There is a trend today among junior colleges to assign administrative assistants to institutional research which includes systematic follow-up studies. While this may be expedient, an efficient means of identifying responsibility for organizing such studies, it is nevertheless true that participation by the entire staff is necessary if the studies are to result in change. Total responsibility should not be vested in one person, particularly one who usually represents administration.

All of the procedures involved in follow-up studies are designed to provide information which will enable the college to better serve its students. Little is to be gained in examining college procedures and philosophies if the outcome of such effort is not directed toward the person for whom the college exists—the student. If future students are to be benefited, it follows that the methods used in helping them towards the attainment of their goals will also be improved. Follow-up is not, and cannot be, an end in itself. The essential goal of this type of study is a college sensitive and attentive to the needs of its students.

The action phase, which is essential to improvement, begins when the results of follow-up studies are conveyed to the college staff. This step is often a difficult one. Faculty may react adversely to actual or implied criticism. If care has been taken to create the proper atmosphere for the study, this situation should not arise. Naturally, in making known the findings, good judgment and tact should be used to avoid needlessly embarrassing any member of the college staff. On the other hand, an administration which allows the results of a sound study to be placed in some office file, whose contents are consigned to oblivion, shirks its responsibility.

Following the presentation of the report, the administrator should praise outstanding performance, point out inadequacies, and delegate to the appropriate areas the responsibility for corrective action. It would be wise also to establish a schedule for completion of the recommended changes and to call for periodic reports on action taken. It is not sufficient to assume that because deficiencies have been revealed they will automatically be corrected.

It is desirable to transmit results of follow-up studies to groups other than the college faculty. For example, advisory committees should be informed about problems and these committees should consider the solutions which might be appropriately instituted.

Not the least of those to whom the results of follow-up studies should be announced are the general public and future students. If a junior college wishes to be forward looking, progressive, and capable of staying abreast of changing technological and sociological changes, no better method exists than to conduct, implement, and make known results of follow-up studies. The existence of junior colleges depends on their ability to convince the people of their communities that they are dynamic, educational institutions capable of serving students well. Maintenance of standards, excellence in teaching, and a keen desire to serve effectively the needs of businesses and industries of their communities are the necessary trademarks of junior colleges. Follow-up studies keep the college in tune with these obligations.

The junior college is an institution committed to being responsive to student and social needs. To achieve these aims demands a full measure of effort by those who represent it. When these efforts are directed by the findings of well-designed, follow-up research, there is no better reason to expect that they will succeed in performing the complex tasks which society has given to the junior college.

Appendix

Form 1 Follow-up Survey
OAKLAND CITY COLLEGE—MERRITT CAMPUS
Oakland, California

Name ....

Age upon entering OCC..................................

Age upon leaving OCC...................................

1. College Attendance

   ....a. For how many semesters were you enrolled at Merritt Campus of Oakland City College? (not including summer sessions)

   ....b. In how many of these semesters were you enrolled in a program of six or fewer units? (not including summer sessions)

   ....c. In how many summer sessions were you enrolled?

2. What has been your one principal field of endeavor since leaving Oakland City College?

   ....a. Further education

   ....b. Full-time employment

   ....c. Armed Forces

   ....d. Housewife

   ....e. Other..

3. Which category of the following pertains to you?

   ....a. Received A.A. degree at Oakland City College but have not continued education at a four-year college or university.

   ....b. Completed desired course or courses at Oakland City College without receiving A.A. degree but have not continued education at a four-year college or university.

   (If you check a or b, answer Question 4 but not 5.)

   ....c. Withdrew from Oakland City College before completing a course or courses of study and now continuing education at a four-year institution.

   ....d. Withdrew from Oakland City College before completing a course or courses of study and not now continuing education at a four-year institution.

   (If you check c or d, answer Question 5 but not 4.)

   ....e. Received A.A. degree or completed course of study at Oakland City College and now continuing education at four-year college or university.

   (If you check e, skip to Question 7.)

4. If your answer to Question 3 was choice a or b, indicate in the space below the primary reason and secondary reasons for not continuing university or college work.
   (Use the choices listed below and place the letter of the appropriate reason in the space provided here.)

   ....One Main Reason ....Any Other Reason

   a. You could not afford to continue.
   b. You were unable to transfer to a four-year college because of low grade-point average.
   c. You did not feel higher education was meeting your personal needs.
   d. You felt you had an adequate education for work in a particular skill, trade, or area.
   e. You felt that higher education had nothing to offer you.
   f. You secured a full-time position which you preferred to higher education.
   g. You married.
   h. You entered the Armed Forces.
   i. Other..

5. If your answer to Question 3 was choice c or d, indicate in the space below the primary and the secondary reasons for your withdrawal from OCC.
   (Use the choices listed below and place the letter of the appropriate reason in the space provided here.)

   ....One Main Reason ....Any Other Reason

   a. You had inadequate financial means of support.
   b. You were needed to support your family.
   c. You had no sense of success in college work.
   d. You were excluded because of low grade-point average.
   e. You found through self-analysis that you were unable to do college work.

f. You had personal adjustment problems in the college.
g. You had personal adjustment problems in the home.
h. You were dissatisfied with the attitude of the college and the college staff.
i. You were no longer interested in higher education.
j. You had a new interest in a field or area not offered at OCC.
k. You wanted to obtain full-time employment for economic reasons.
l. You desired to learn a skill or trade not offered at Merritt Campus of OCC.
m. You felt the training you desired at OCC had been completed.
n. You found that the courses you desired were not available.
o. You entered the Armed Forces.
p. You wanted to transfer to another college or university.
q. You married.
r. Other..

6. If you have not continued with higher education after leaving OCC, do you plan to do so in the future?

............Yes ....No

7. Did you first begin college because you: (check one only)

............a. Desired a higher-paying business position through the college diploma?
............b. Merely wished to learn a skill, a trade, or begin work in a profession?
............c. Desired a combination of both a and b?
............d. Were strongly encouraged by parents and/or friends to attend college?
............e. Were influenced to attend college because your friends were going to college?
............f. Desired to enter a professional field, i.e., medicine, law, teaching, engineering, etc., which required higher education?
............g. Were not sure of what you wanted to do after high school graduation?
............h. Other..

8. In the following statements, indicate with a check the response which best describes your feeling about your experiences at OCC.

a. College Study
   (1) College study was more difficult............, less difficult............, about as difficult............, than/as I expected.
   (2) College study in general was more stimulating............, less stimulating............, about as stimulating............, than/as I expected.
   (3) There was more help............, less help............, about as much help............, from instructors than/as I expected.
   (4) Courses offered and programs available were more............, less............, about as varied............, than/as I expected.

b. Guidance and Counseling
   (1) There was more............, less............, about as much............, general help from counselors than/as I expected.
   (2) There was more............, less............, about as much............, vocational guidance from counselors than/as I expected.
   (3) There was more............, less............, about as much............, time and opportunity to decide on definite vocational or educational goals than/as I expected.
   (4) There was more............, less............, about as much............, opportunity for guidance in personal problems than/as I expected.
   (5) Other response..

c. College Activities
   (1) There were more............, less............, about as many............, social and student activitie than/as I expected.
   (2) There was more............, less............, about as much............, time and opportunity for participation in team sports than/as I expected.
   (3) There was more............, less............, about as much............, encouragement from the college to participate in social, student, and athletic activities than/as I expected.
   (4) I had more............, less............, about as much............, time and opportunity for social and student activities than/as I expected.
   (5) Other response..

9. Did your understanding or awareness of the nature of higher education change either while you were in college or after you had left?

............Yes ....No

10. If your point of view about college work did change was it because of (check one most important reason):

..............a. A counselor's help?
..............b. An instructor's help?
..............c. Your own self-analysis?
..............d. Failure in college work?
..............e. Work experience?
..............f. Social experiences?
..............g. Other...

11. Show in what ways your college experience at OCC was most helpful by indicating in the space below the areas of primary assistance, and the areas of secondary assistance.
(Use the choices listed below and place the letter of the appropriate item in the space provided here.)

..............One Main Area of Assistance
..............Any Other Area of Assistance

a. You obtained a clearer understanding of your abilities or goals.
b. You gained a clear understanding of the nature of higher education and the demands it makes upon the individual.
c. You obtained a clearer understanding of job or professional requirements and opportunities.
d. You received the training and/or education necessary to get a job in the field of your choice.
e. You received the encouragement, challenge, and sense of success necessary for you to continue your education.
f. You learned how to get along with people in your community.
g. Through a particular course or group of courses, you discovered a new field of interest.
h. Other...

12. Show in what ways your experience at OCC could have been more helpful to you by indicating in the space below the areas of primary assistance and the areas of secondary assistance that would have been helpful to you.

..............One Main Area of Assistance
..............Any Other Area of Assistance

a. A closer relationship could exist between students and instructor.
b. A wider range of potential fields of study could be offered.
c. More supervision and guidance in classwork could be offered.
d. There could be more helpful guidance in choice of programs and explanation of courses.
e. More time could be allowed for student activities.
f. There could be more integration of student activities into the total college program.
g. More students could be encouraged by the college to participate in student activities.
h. Other...

13. If you are now working full-time, indicate what type of work you are doing.

..............a. Industry
..............b. Business
..............c. Sales
..............d. Profession
..............e. Self-employed
..............f. Other...

14. If training was required for your present occupation, indicate below the approximate amount of training required and list occupation in the space provided here.

..............a. Several months or years of academic study.
..............b. Several months or years of apprentice training leading to journeyman standing.
..............c. Several months or years of training in general office procedure or secretarial field.
..............d. Several months or years of training in technical field.
..............e. Few weeks or months of training for particular occupation.
..............f. No training other than on-the-job training required.

OCCUPATIONAL TITLE...

15. If the work required training or the acquisition of a skill, where did you receive most of this training?

..............a. OCC Merritt Campus only.
..............b. OCC Merritt Campus plus upper-division work at another college or university.
..............c. OCC Laney Campus.
..............d. Other trade or technical school: (Name)...
..............e. Apprenticeship program (other than at Laney).
..............f. Training on the job.

..........g. Business school or college: (Name)..........

..........h. Other..........

16. Is your present employment a continuation of a part-time job held in college?
    ....Yes ....No
17. Do you plan to make this job your life's work?
    ....Yes ....No
18. If not, what are your future plans?
    - ....a. Further training in your present field of endeavor.
    - ....b. Further education at a college or university.
    - ....c. Change of vocation to another area.
    - ....d. Marriage.
    - ....e. Other..........

Return the questionnaire in the enclosed self-addressed envelope

Additional Comments

Form 2 Alumni Questionnaire
RIVERSIDE CITY COLLEGE

1. Name .... Sex ....
   Last First
2. Address .... Tel. ....
   Street City Zone State
3. What was your course major while in college? ....
4. What was your specific vocational objective? ....
5. Are you married? Yes .... No .... Maiden name ....
6. At the present time I am: (Please Check)
   - a. Working full-time .... c. Unemployed .... e. Military service ....
   - b. Working part-time .... d. Housekeeping ....
   - f. Going to school .... Where ....

   If you are working, please complete the following for your present position.
   - a. Firm or employer ....
   - b. Employer's address ....
   - c. Type of business ....
   - d. Your position and duties ....
   - e. Starting date .... Beginning salary $.......... Present salary $..........
     (Please indicate total salary, including overtime, and whether monthly or weekly)
   - f. Is your present work in line with your training?
     Yes .... No .... Partly ....
7. Please list the positions you have held since leaving Riverside City College.

Dates of Employment Month and Year	Name and Address of Firm or Employer	Type of Work Done Reason for Leaving	Total Salary or Wages
1. From	....	....	Start $..........
To	....	....	End $..........
2. From	....	....	Start $..........
To	....	....	End $..........

8. Were you employed while attending college? yes .... no ....
   Approximate number of hours per week, Less than 10 .... 10-20 .... More than 20 ....
9. Will you comment on the help you received from the college counseling services and give any suggestions which might improve the services.
   1. Pre-registration program counseling ....
   2. Psychology 49 ....
   3. What other assistance from counselors or deans was helpful to you? ....

2

10. Did you participate in college activities? yes .... no ....
Which activities were of value to you? ....
....

11. If you transferred to a four-year college—
  1. Did you lose credit for any Riverside City College courses?
    a. Name of the four-year college ....
    b. Which courses were involved ....
    ....
    c. Reason for loss of credit ....
    ....
  2. Were you given credit for any courses which you did not expect to transfer?
    a. Name of the four-year college ....
    b. Which courses ....
    ....
    c. Reason credit was allowed ....
    ....

12. What specific subjects at Riverside College did you find of poor or of little value? Please be frank and give reasons for your opinion.

Subject	Reasons
1.	1. ....
2.	2. ....
3.	3. ....

13. In your college major, what courses benefited you most?

Subject	Reasons
1.	1. ....
2.	2. ....
3.	3. ....

14. In courses outside your major, which do you feel have been of value?

Subject	Reasons
1.	1. ....
2.	2. ....
3.	3. ....

15. What courses which you did not take do you wish you had taken and why?

Subject	Reasons
1.	1. ....
2.	2. ....
3.	3. ....

16. Do you regret your choice of college major? .... If so, what do you wish you had taken?
....
Why? ....

17. What changes would you recommend in our curriculum?
....
....

18. Please put further comments on the back.

Form 3 Double Post Card Questionnaire
AMERICAN RIVER JUNIOR COLLEGE

Dear Graduate:

Greetings from your alma mater! As a graduate of American River Junior College you have probably reflected a little on your experiences and training here.

We are keenly interested in your views as to how we may have assisted you, and in what ways we might have done better. Your frank reply to the questions on the attached, self-addressed, stamped postcard will be greatly appreciated.

Sincerely,
President and District Superintendent

REPLY POST CARD

1. What is your present occupation? ....
Please circle the appropriate reply:

2. Does it relate to work done by you at ARJC?
None A Little Somewhat Very Much

3. Did ARJC prepare you for the future?
   No A Little Somewhat Very Well
4. How much did ARJC counseling help?
   None A Little Somewhat Very Much
5. How would you classify the instruction?
   Unsatisfactory Good Superior
6. Did you benefit from campus activities?
   No A Little Somewhat Very Much

Comments ....

....

Form 4 Double Post Card Questionnaire
LOS ANGELES HARBOR COLLEGE

Dear Alumnus:

Will you take one minute of your time to help us with an important job?

Harbor College has a continuing interest in its graduates, and would like to keep up with their progress. Your answers on the survey card will not only help us at the present time but will be of great value in planning for future years.

Please complete the attached card NOW and drop it in the mail.

NOTE: For your convenience the card is stamped and addressed.
Just mail!

Sincerely,
Placement Coordinator

REPLY POST CARD

....
(Print) Last name First name Telephone no.

....
Present address No., Street, City Major at Harbor

Please check present status:

1. Attending college: ....
   Name of college Units Major
2. Employed: Full-time .... Part-time .... Job title ....
   Name of company or employer ....
3. Unemployed:

	Superior	Excellent	Good	Fair	Poor
In general the instruction at Harbor was:					
The counseling at Harbor was:					

Comment: ....

....

Form 5A Withdrawal Analysis
LOS ANGELES VALLEY COLLEGE

1. Name .... Withdrawal date ....
   Last First
2. Sex: M .... F .... Marital status: Single .... Married .... Veteran: Yes .... No ....
   Year of birth ....
3. High school attended: Name .... Graduated: Yes .... No .... Year ....
4. Other colleges or universities attended ....
5. How many semesters have you attended Valley? ....
   Date you first entered ....
6. Are you leaving school to accept employment? Yes.......... No ....
   If yes, Full-time .... Part-time ....
7. Did your courses prepare you in any way for this job? Yes .... No ....
8. Nature of work ....

9. Are you now employed? Yes .... No .... How many hours a week? ....
10. What was your major source of support while attending V. C.?
Yourself .... Parents .... Other ....
11. Do you have major financial difficulties at the present time? Yes .... No .... If yes, please explain (optional) ....
12. Approximately how many hours per week did you spend on outside study? ....
13. Were you active in sports or other extracurricular functions? Yes .... No ....
14. Do you plan to return to V. C. at some later date? Yes .... No ....
15. Do you eventually plan to attend a four-year college or university? Yes .... No ....
16. Did your father attend college? Yes .... No .... Number of years ....
17. Did your mother attend college? Yes .... No .... Number of years ....
18. What is your father's occupation? ....
19. What is your mother's occupation? ....
20. Do you live with family or relatives? Yes .... No ....
21. How many miles is V. C. from your place of residence? Under 5 .... 5 to 9 .... Over 10 ....
22. Did transportation difficulties contribute to your withdrawal? Yes .... No ....
23. Did you have any health problems while attending V. C.? Yes .... No ....
24. Did you have any personal or family problems while attending V. C.? Yes .... No ....
Comment, if you wish ....
25. Are there any other reasons for your withdrawal from Valley College at this time? Yes .... No ....
If yes, please explain ....

Form 5B Withdrawal Interview
LOS ANGELES VALLEY COLLEGE

Name .... Date ....
Last First

1. Why did you decide to go to college? ....
2. Did you have a major field of study or goal? Yes .... No ....
If yes, indicate: 1st choice .... 2nd choice .... 3rd choice ....
3. Did you have academic difficulties at V. C.? Yes .... No ....
If yes, explain ....
4. If you had academic difficulties, were they due to poor study habits? Yes .... No ....
5. Were these courses too difficult? Yes .... No .... Did you attend classes regularly? Yes .... No ....
6. In general, were you satisfied with: a. Instructors Yes .... No .... b. Course Offerings Yes .... No .... c. Counseling Yes .... No ....
Comment: ....
7. Do you wish help in obtaining a job? Yes .... No ....

ADDITIONAL DATA

H. S. (GPA) .... Iowa Scores ....
SCAT (Percentiles) V .... Q .... T ....
Probationary Status: New prob. .... Prov. admit. .... Cont. prob. ....
Freshman entered on probation ....
Semester units completed .... Units carried this semester ....
Withdrawal pattern
W Grades Number .... W Semesters (Number, including present) ....

....
Counselor

Form 5C Withdrawal From Class
LOS ANGELES VALLEY COLLEGE
Evening Division

In an attempt to provide a more adequate educational program, this form has been developed as part of a research project to study withdrawals from class. It has no personal interest in your individual response. Your answers and reactions will remain confidential. Please answer all items as completely as possible.

Name of class .... Instructor .... Date ....
Please complete each item in sentence form.
1. I enrolled in this class because ....

....

2. What I liked best about this class was ....

....

3. What I liked least about this class was ....

....

4. I am dropping this class because ....

....

....

Name .... Sex M .... F .... Marital status .... Married
Age .... Single
High school .... Graduated Yes.......... No .... Year..........
Veteran Yes .... No ....
Other college(s) attended .... Approx. number of units
at other colleges ....
Where are you employed? .... Nature of work ....
Hours of work per week .... Overtime ....
Do you plan to enroll again at Valley College at some later date? Yes .... No ....
Do you plan to attend a four-year college or university? Yes .... No .... Major ....
How many miles is Valley College from your home? Under 5 .... 5 to 9 .... Over 10..........
Do you live with: family .... relatives ....friend .... spouse .... alone ....
Have you ever withdrawn from college classes before? Yes .... No .... How many? ....
Have you used the counseling services at Valley College?

Yes .... No .... a. Personal counseling, other than registration.
Yes .... No .... b. Testing program (aptitude tests, interest inventory achievement test).

Form 6A Follow-up Questionnaire for Transfer Students
LOS ANGELES VALLEY COLLEGE

Name .... Date ....
Last First

Our records indicate that you transferred from Valley College and enrolled at another institution of higher learning.

It is essential to evaluate the effectiveness of our academic program in relation to those of other colleges. For that reason we welcome your comments, and would appreciate receiving the completed questionnaire within the next ten days. A self-addressed stamped envelope is enclosed for your convenience.

1. Did you experience any difficulties in adjusting to the four-year college?
   Yes .... No .... If yes, explain ....
   ....
2. Was your grade-point average at the four-year college higher or lower than at Valley College?
   Explain ....
3. Does the native student, (i.e. four-year college freshman) have any advantages over the transfer student? Yes .... No ....
   If yes, explain ....
4. If you withdrew from the four-year college,
   a. What were your main reasons? ....
   b. Do you plan to return in the future? Yes .... No ....
   c. What is your present employment situation? ....
5. If you are still attending a four-year college,
   a. What academic goals or objectives are you seeking? ....
      ....
   b. Do you have a bachelor's degree? Yes .... No ....
      If not, when will you receive it? Date ....
   c. Have you been awarded any scholastic honors or scholarships? Yes .... No ....
      If yes, what kind? ....
6. Briefly comment on **any or all** of the following factors in comparing the junior college with the four-year college:
   a. Academic standards ....
   b. Competency of instructional staff ....

c. Degree of student competition
d. Final grades and/or final examinations
e. Counseling services and/or aids in adjustment to college

f. Friendliness and/or individual attention
g. Class size
h. Attendance requirements
i. Extra-curricular activities
j. Others (Describe)

7. What are some recommendations that you would make to the junior college to help transfer students?
8. What are some recommendations that you would make to the four-year college to help transfer students?
9. Additional comments:

(Use other side if necessary)

Form 6B Follow-up Interview With Four-year College Transfer Students
LOS ANGELES VALLEY COLLEGE

Present Institution Date
Name Age Sex
Last First

Item of Information	Valley College	Four-Year College
Number of semesters completed		
Number of units completed		
Approximate grade average		
Major		
Time required for study per week		
Honors & scholarships		
Extra-curricular activities		
Employment, hours per week		

Date left Valley Date entered four-year institution

1. What difficulties, if any, did you experience at

	Four-Year College	Valley College
a. Maintaining scholastic standards		
b. Meeting student competition		
c. Taking examinations		
d. Obtaining counseling services		
e. Instructor-student relationship		
f. Relationship with other students		
g. Campus activities		
h. Other		

2. In general, do you feel satisfied with the training offered by Valley College?
Yes No If no, explain
3. Were you counseled properly at the junior college for the courses in your major?
Yes No If no, explain
4. Did you receive full credit at the four-year institution for all college level courses completed at Valley? Yes No If no, explain
5. How does the quality of instruction at Valley compare with that of the four-year college?
6. What recommendations would you make to the junior college to help transfer students?
7. What recommendations would you make to the four-year college to help transfer students?

(Use reverse side for additional comments.)

Form 7 Sophomore Day Questionnaire
MT. SAN ANTONIO COLLEGE

Name .... Phone ....

Address ....

A. Where will you be next SEPTEMBER?
   1. Continuing college, full-time .... part-time ....
   2. Working, but intend to transfer later ....
   3. Working permanently ....
   4. Military service ....
   5. Other ....

B. If you have checked "CONTINUING COLLEGE" answer here
   Have you decided where you will go? Yes ...., No ....
   Name of institution ....
   Will your major be the same ...., different ...., unknown ....

C. If you have checked "WORKING PERMANENTLY" answer here
   Have you located the position? Yes ...., No ...., Probably ....
   Title of job ....
   Is the job in the field for which you prepared at Mt. SAC? Yes ...., No ....

D. WOMEN ONLY! Are you married? Yes ...., No ....
   If not, are you engaged? Yes ...., No ....
   If engaged, will you be married by next September? Yes ...., No ....
   If so, do you intend to work after marrying? Yes ...., No ....

E. MEN ONLY! Are you married? Yes ...., No ....
   If not, are you engaged? Yes ...., No ....
   If engaged, will you be married by next September? Yes ...., No ....
   If so, do you intend to continue college? Yes ...., No ....; Day ...., Night ....

REMEMBER! You are welcome to use your Mt. San Antonio College Placement Office even though you have completed your schooling here.

For remarks, pro or con, please use the other side of this sheet.

Form 8 Counseling Evaluation
COLLEGE OF THE SEQUOIAS
Anonymous Student Questionnaire

DIRECTIONS: In this questionnaire you are asked to provide certain facts about yourself and your experience with your College Counseling Program. All of the questions can be answered by a few words or by writing an (X) for the alternative that comes closest to describing your situation. Please answer all questions as accurately as possible. Thank you for your cooperation.

Male .... Female .... Age .... Single .... Married .... Other ....

Class in College: Freshman .... Sophomore ....

What is your major? .... Transfer ....

Terminal..............

PART I

1. Do you know where the Counseling Offices for your college are located?
   Yes .... No .... Uncertain ....
2. Have you needed help while in college in getting along better in your school work?
   Yes .... No ....
3. About how many times have you gone to your counselor for help of any kind during this school year:
   .... None ....Three to five times
   .... Once or twice ....Five or more times
4. Have you experienced difficulty in seeing your counselor?
   Yes .... No .... Sometimes ....
5. Have you needed help while in college in changing your educational program or major?
   If yes, did you get help in school?
   If yes, write the name of person or persons in school (not students) who helped you ....
6. Have you needed help while in college with personal problems?

Yes .... No ....
If yes, did you get help in school? Yes .... No ....
If yes, write the name of person or persons in school (not students) who helped you ....
....

7. Have you needed help while in college in choosing your subjects or courses?
Yes .... No ....
If yes, did you get help at school? Yes .... No ....
If yes, write the name of person or persons in school (not students) who helped you ....
....

8. Has there ever been any conflict in your mind between whether you should get more education after finishing junior college or go to work?
Yes .... No ....
If yes, did you get help in school? Yes .... No ....
....
Did you get as much help as you wanted? Yes .... No ....

9. Have you become aware of a better understanding while in college of your interests and abilities?
Yes .... No ....
If yes, check one or more:
.... From guidance tests .... From an instructor
.... From my counselor .... Other (specify)..............................

10. Have you found a better understanding while in college of the occupations you might choose?
Yes .... No ....
If yes, check one or more:
.... By studying an occupation in a class
.... By reading material in the library or Student Personnel Center
.... By talking with the counselor
.... By talking with the instructor
.... Other (please specify) ....

11. Have you needed help while in college in finding part-time employment? Yes .... No ....
If yes, did you get help in school? Yes .... No ....
If yes, write the name of the person or persons in school (not students) who helped you ....
....

12. Have you received a better understanding while in C.O.S. of the school or college you want to attend after leaving junior college? Yes .... No ....
If yes, check one or more:
.... By reading school or college catalog
.... By talking with my counselor
.... By talking with a teacher
.... Other (specify) ....

13. Have you obtained a better understanding while in junior college of the jobs available in your community? Yes .... No ....
If yes, check one or more:
.... By talking with an employer
.... By talking with an employment agency
.... By talking with my counselor
.... By talking with an instructor
.... Other (specify) ....

14. Have you needed help while attending C.O.S. in finding full-time employment when you leave school or graduate? Yes .... No ....
If yes, did you get help in college? Yes .... No ....
If yes, write the name of the person or persons in school (not students) who helped you ....
....

15. Have you needed help while attending C.O.S. in obtaining information about scholarships or loans?
Yes .... No ....
If yes, did you get help in school? Yes .... No ....
If yes, write the name of the person or persons in school (not students) who helped you..............
....

16. In the space below, feel free to make any comments on the way you feel about the counselors and the counseling program or anything about this questionnaire.

PART II

DIRECTIONS: Below are several items concerning attributes of counselors. Each item contains several alternatives. Put an (X) in front of the alternative which comes closest to describing your feeling. Check **only one** response for each item.

IMPORTANT: The word counselors as used below refers **solely** to the deans and counselors at C.O.S.

1. In basic philosophy and outlook on life, the counselors
   .... are always optimistic.
   .... tend to see the brighter side of life.
   .... are sometimes optimistic and sometimes pessimistic.
   .... are usually sour and pessimistic.
2. The understanding that counselors have of the social and economic forces prevalent in our society today is
   .... very limited and inaccurate.
   .... vague and somewhat unrealistic.
   .... usually adequate and realistic.
   .... very extensive and realistic.
3. The knowledge and understanding that counselors have of the world of work is
   .... quite limited.
   .... about average.
   .... somewhat better than average.
   .... excellent.
4. How do you feel about the counselors' ability to understand and help students who differ from themselves in background, race, religion, social, or economic status?
   .... They have an excellent understanding of background differences.
   .... They have some understanding of students different from themselves.
   .... They have little or no understanding of background differences.
5. How much interest do counselors show in their job of counseling with students?
   .... They definitely lack interest.
   .... They do not show their interest.
   .... They seem to be interested.
   .... They have a great deal of interest.
6. Counselors are
   .... lacking in emotional adjustment.
   .... like most people in their emotional adjustment.
   .... very stable and well-adjusted emotionally.
7. In trying to see the student's point of view, counselors
   .... are very tolerant.
   .... try to be fair-minded.
   .... are sometimes overbearing and talk down to students.
   .... usually force their pet ideas on students.
8. The training and experience of the counselors enable them to handle
   .... all kinds of student problems.
   .... only certain kinds of student problems.
   .... no student problems.
9. How well do counselors help students achieve a clear-cut and realistic understanding of themselves and their problems?
   .... very well.
   .... fairly well.
   .... not very well.
   .... not well at all.
10. The counselor's interpretation of psychological tests to students is
    .... always clear and very understandable.
    .... usually clear and understandable.
    .... too general to be of much help.
    .... confusing and of no help.
11. The amount of time that counselors spend in talking about tests and test scores is
    .... much greater than it ought to be.
    .... somewhat excessive.

.... about right.
.... much less than it ought to be.
.... somewhat less than it ought to be.

12. How do counselors deal with the student's problems?
.... They usually dictate the solutions.
.... They are likely to give solutions to problems.
.... More often than not they present students with alternatives.
.... They always offer alternatives from which the student may choose.

13. In helping students with their personal and emotional problems, the counselors are
.... of great help.
.... of some help.
.... practically of no help.
.... do more harm than good.

14. The understanding that counselors have of classroom conditions, problems, and student-teacher relationships is
.... clear and realistic.
.... adequate.
.... lacking and confused.

15. The information possessed by counselors concerning requirements of the various departments of C.O.S. is
.... very limited and inaccurate.
.... somewhat limited and varying in accuracy.
.... usually comprehensive and quite accurate.
.... always comprehensive and accurate.

16. In assisting non-transfer students in selecting a field in which to major, counselors
.... are of great help.
.... are of some help.
.... are practically of no help.
.... do more harm than good.

17. How do you feel about the amount of time given for interviews by the counselors?
.... Interview is quick, impersonal, and rushed.
.... Interview feels somewhat hurried.
.... Interview time is reasonable.
.... Length of interview is set by the student.

18. When advising students in course selection, the counselors
.... disregard student wishes.
.... try to dissuade students from their choices.
.... sometimes allow students to make their own choices.
.... allow students complete freedom in making their choices.

COMMENTS: ....

Form 9 Employment Follow-up
PLACEMENT BUREAU, PASADENA CITY COLLEGE
Employer's Evaluation

Name of employee .... Date ....
Employer ....

I. Is the above-named person still in your employ? Yes.......... No..........
  A. If not, was his termination voluntary? Yes.......... No..........
    1. Approximately how long was he in your employ? ....
  B. If his termination was NOT voluntary, what reasons caused you to release him?
    1. Lack of interest shown in the job. ....
    2. Immaturity. ....
    3. Insufficient training or education to meet the requirements of the job. ....
    4. Lack of general education. ....
    5. Poor attitude toward you, the customer and/or fellow employees. ....
    6. Reduction of need for his services. ....
    7. Other reasons. ....
    ....

II. Was this person a part-time employee of your company before he became a regular, full-time worker? Yes.......... No..........
III. What was his beginning position with your company? ....
VI. Has he been promoted since? Yes.......... No..........
  If so, what is his present job title? ....
V. Does he have potential for future promotion? Yes.......... No..........
VI. Do you feel that this person is interested in a permanent career with your company?
  Yes.......... No..........
VII. What are some of his weaknesses? ....
  ....
  What are some of his better qualities? ....
  ....

Form 10 Employment Survey Questionnaire, Curricula Evaluation Survey
LOS ANGELES CITY COLLEGES

....
(Name of employee) (College major course)

Graduate of: ....

1. Is the above-named person still in your employ? Yes.......... No..........
2. Is this his first employment following graduation? Yes.......... No..........
3. Present job title ....
4. As a result of his college work, would you say that this individual, as compared with the average new employee without such college work was:
    a. Better prepared for his job? ....
    b. About as well-prepared? ....
    c. Less prepared for his job? ....
5. In your opinion, did he start in a better beginning job as a result of his college training?
   Yes.......... No.......... Don't know..........
6. Does this individual with his college background have any advantages in the matter of promotion or upgrading? Yes.......... No..........

....
(Company) (Name)

(When completed, please return in the accompanying reply envelope)

Conducted by
MERCHANTS AND MANUFACTURERS ASSOCIATION
725 South Spring Street
Los Angeles 14, California

(4" x 6" card sent with Los Angeles City Colleges Curricula Evaluation Survey)

NAME OF SCHOOL ____________________
NAME OF STUDENT ____________________
MAJOR FIELD ____________________ GRADUATED __________
PRESENT EMPLOYER ____________________
ADDRESS OF EMPLOYER ____________________
STUDENT NOW EMPLOYED AS: ____________________

Form 11 Survey of Business Students
MODESTO JUNIOR COLLEGE

Name ____________________
Number of semesters completed at MJC ____________________
Did you graduate from MJC? Yes______ No______
What was your major educational emphasis at MJC? (Please check)

______Accounting
______Clerical
______General business
______Merchandising
______Secretarial
______Transfer to a state college
______Transfer to a university
______Other (Please explain)

What is your present status? (Please check)

______Student
______Employed full-time
______Employed part-time
______Unemployed but seeking employment
______Other (Please explain) ____________________

Have you had additional education since leaving MJC? Yes______ No______
(Include study in the Adult Division, MJC)
If your answer is "Yes," please give the following information:

Schools attended	Dates	Field of study

If you are attending a four-year college, did you have difficulty in transferring any of your units completed at MJC? Explain ____________________

Please list the jobs you have held since leaving junior college. Start with your present job.

Employer and location	Type of work	From	To

List courses taken in business which have been of most value to you.
____

We would appreciate any comments you care to make about your education at MJC.
(Use reverse side, if needed.)

Form 12A Follow-up of San Bernardino Valley College Students
Form A: For Students Who Entered Employment or Homemaking Immediately After Graduating from Valley College

1. Name ____________________ Date __________
2. Present address ____________________
3. Marital status: S, M, W, D, Sep. ____________________
   No. of children ____________________
4. Date entered Valley College ____________________ Date __________
5. What was your major at Valley College? ____________________
6. What is your present employment? ____________________
7. Are you working in the field you prepared for at Valley College?
   Yes______ No______
8. If not, why did you change fields? ____________________
9. List jobs held since leaving college, beginning with present job and going back:

Job	Inclusive dates		Reasons for changing

10. Has your training at Valley College helped you with your job?
Yes........ No............
In what ways? (Please be as specific as you can.)

11. What specific courses seem to contribute most to your success on the job?

12. If you had college to do over again would you take a different pattern of courses?
Yes............ No............
If yes, why? ....

13. What additional training have you had since entering full-time employment?
Evening classes: ....
On-the-job: ....
Other: ....

14. In your opinion, have general courses (such as English or social science) or practical courses (such as electricity or shorthand) helped you most in job advancement? ....

15. Was your advising (as to courses, etc.) while in Valley College satisfactory?
Yes............ No............
In what way? ....

16. What advice would you like us to give students expecting to enter employment upon leaving Valley College?

17. Please list the community activities in which you have engaged since leaving Valley College (church, luncheon club, lodge, union, etc.): (include leadership roles you have taken) ....

18. In what ways did your experience at Valley College (in class and student activities) affect your participation in community life? ....

19. In what ways did your experience at Valley College affect your behavior as a parent? ....

20. In what ways did your experience at Valley College contribute to your own development in personality and character? ....

Remarks:

Form 12B Follow-up of San Bernardino Valley College Students
Form B: For Students Who Transferred to a Senior College or University

Name ....
College or university ....
Permanent address ....
When did you enter your present college? .... Your major ....

Number of semesters completed since V.C. .... Degrees earned ....

1. Please list your courses and grades for the last semester of attendance in the college you are now attending: (Omit if you are not now enrolled).
   Course Units Grades Course Units Grades
2. How do (or did) your average grades in senior college compare with your average grades in Valley College?
   Better .... Same .... Worse ....
3. Do (or did) the following conditions affect your work as compared to the same conditions at San Bernardino Valley College?
   Travel time Improved .... Same .... Hindered ....
   Living conditions Improved .... Same .... Hindered ....
   Hours of work (employment) Improved .... Same .... Hindered ....
   Campus activities Improved .... Same .... Hindered ....
4. In general, do you feel that Valley College gave you adequate or inadequate preparation for your present study?
   Adequate .... Inadequate ....
5. In what ways has the type of instruction in the university or senior college been more effective or less effective than that in Valley College?
6. Were there any courses in which you found yourself especially well or especially poorly prepared? List them:
   Well-prepared: Poorly prepared:
7. Was your advising (as to courses, etc.) while in Valley College satisfactory?
   Satisfactory Unsatisfactory In what way?
8. Were there any courses for which you did not receive credit upon transfer? Yes .... No ....
   Please list:
9. What advice would you like for us to give Valley College students expecting to transfer to your college in the future? Include any other comments you care to make. (Reply on back of page.)

Form 12C Rating Scale by Former San Bernardino Valley College Students

Present college of attendance ....

Student's name ....

	At San Bernardino Valley College	At university or college of transfer
Major:	....	....
Time spent:	....	....
Adviser:	....	....

THIS PART PERTAINS TO VALLEY COLLEGE:

PART I. PLEASE ANSWER THIS PART OF THE QUESTIONNAIRE IN LIGHT OF YOUR EXPERIENCE AT SAN BERNARDINO VALLEY COLLEGE

1. Were you qualified as a freshman to enter the university or college you are presently attending?
   Yes .... No ....
   Comment: ....
2. Did you have to make up high school deficiencies at Valley College? Yes .... No ....
   Comment: ....
3. How many semesters were you at Valley College? (Circle the one applicable) 1, 2, 3, 4, 5, 6, 7, 8
   Comment: ....
4. Did you have a part-time job? Yes .... No ....
   If so, state the number of hours you worked per week ....
5. COURSE OFFERINGS (Curriculum)

	1 2 3	4 5 6	7 8 9
	Broad curriculum. All lower division courses offered.	Adequate	Lacked necessary lower division offerings.

   Comment: ....

6. SUBJECT MATTER (Presentation of material)	1 2 3 Presented to promote thinking and critical evaluation.	4 5 6 Adequate for transfer.	7 8 9 Too much memory work. Poor presentation.
Comment:			
7. METHOD OF INSTRUCTION	1 2 3 Teacher generally stimulated student.	4 5 6 Introduced and covered subject.	7 8 9 Dry. Uninteresting. Did not communicate with student.
Comment:			
8. INSTRUCTORS (Academic)	1 2 3 Well-qualified. Experienced.	4 5 6 Average.	7 8 9 Lacked preparation and experience.
Comment:			
9. INSTRUCTORS (Availability for help)	1 2 3 Were always willing and available for help.	4 5 6 Were available and helpful.	7 8 9 Not available. Hard to find. Unwilling to help.
Comment:			
10. MARKING SYSTEM (Evaluation-grades)	1 2 3 Too rigid in grading.	4 5 6 Similar to transfer institution.	7 8 9 Too easy in grading.
Comment:			
11. YOUR SCHOLARSHIP LEVEL AT VALLEY COLLEGE	1 2 3 Excellent. Above average (3.0 or better).	4 5 6 Average (2.0 to 2.9).	7 8 9 Poor. Less than 2.0.
Comment:			
12. LESSON PREPARATION (Time required by you)	1 2 3 Had plenty of time to adequately prepare each lesson with time to spare.	4 5 6 Adequate but no time to spare.	7 8 9 Not enough time.
Comment:			
13. TRANSFER OF COURSES	1 2 3 Units were all accepted for full credit except for terminal courses, etc.	4 5 6 Transferability of courses questioned.	7 8 9 Lost transfer units in evaluation. (Please comment if applicable.)
Comment:			
14. EDUCATIONAL COUNSELING (Program planning)	1 2 3 Well-planned course sequence. All the help needed.	4 5 6 Average or normal assistance.	7 8 9 Poor planning and advising.
Comment:			

(Answer item No. 15 **only** if you sought vocational counseling at S.B.V.C.)

15. VOCATIONAL COUNSELING	1 2 3 Counselor helped in selecting an occupation or major field.	4 5 6 Average help.	7 8 9 Assistance not available to student.

Comment:

(Answer item No. 16 **only** if you sought personal counseling at S.B.V.C.)

16. PERSONAL COUNSELING	1 2 3 Counseling staff willing and able to help in solving problem.	4 5 6 Some help available.	7 8 9 Assistance not available. Help of little or no value.

Comment:

17. EXTRA-CURRICULAR ACTIVITIES	1 2 3 Wide variety of well-planned activities.	4 5 6 Some activities offered.	7 8 9 Inadequate. Did not fill my need.

Comment:

18. List the subjects in which you feel you were best prepared while at S.B.V.C.

19. List the subjects in which you feel you were most poorly prepared while at S.B.V.C.

20. OVERALL TRAINING AT S.B.V.C.	1 2 3 More than adequate. Very good.	4 5 6 Adequate for transfer.	7 8 9 Poor preparation. Inadequate for transfer.

Comment:

21. Should a student spend one or two years at a junior college? Yes ________ No ________
   a. Should make up deficiencies only before transferring ________
   b. Should complete all requirements for the lower division ________
   c. Should go directly to four-year college if qualified ________
   Comment:

22. What could we have done at our institution to have made your transition to a four-year institution less difficult?

THIS PART REFERS TO THE COLLEGE YOU ARE NOW ATTENDING:

PART II. PLEASE ANSWER THIS PART OF THE QUESTIONNAIRE IN LIGHT OF YOUR EXPERIENCE AT THE PRESENT INSTITUTION OF ATTENDANCE.

1. Do you now have a part-time job? Yes .... No .... if so, state the number of hours you work per week ....

Comment: ....

....

2.	SUBJECT MATTER (Presentation of material)	1 2 3 Presented to promote thinking and critical evaluation.	4 5 6 Adequate for college success.	7 8 9 Too much memory work. Poor presentation.
3.	METHOD OF INSTRUCTION	1 2 3 Teacher generally stimulates student. Enthusiastic.	4 5 6 Introduces and covers subject.	7 8 9 Dry. Uninteresting. Does not communicate with student.

Comment: ....

....

4.	INSTRUCTORS (Availability for help)	1 2 3 Always willing and available for help.	4 5 6 Available and helpful.	7 8 9 Not available. Hard to find. Unwilling to help.

Comment: ....

....

5.	YOUR CURRENT SCHOLARSHIP LEVEL	1 2 3 Excellent. Above average. (3.0 or better)	4 5 6 Average. (2.0 to 2.9)	7 8 9 Poor. (Less than 2.0)

Comment: ....

....

6.	TIME REQUIRED FOR STUDY	1 2 3 Have plenty of time to adequately prepare each lesson with time to spare.	4 5 6 Adequate but no time to spare.	7 8 9 Not enough time.

Comment: ....

....

7.	ADJUSTMENT TO PRESENT CAMPUS	1 2 3 No problems, either socially or academically.	4 5 6 Few problems at first. No more than expected.	7 8 9 Have been unable to make satisfactory adjustment.

Comment: ....

....

8.	EDUCATIONAL COUNSELING (Program planning)	1 2 3 Well-planned course sequence. Very helpful.	4 5 6 Average or normal assistance.	7 8 9 Poor planning and advising.

Comment: ....

....

(Answer item No. 9 **only** if you have sought vocational counseling)

9.	VOCATIONAL COUNSELING	1 2 3 Counselor helped in selecting an occupation or major field.	4 5 6 Average help.	7 8 9 Assistance not available to student.

Comment: ....

....

10.	PERSONAL COUNSELING	1 2 3 Counseling staff willing and able to help in solving problem.	4 5 6 Some help available.	7 8 9 Assistance not available. Help of little or no value.

11.	EXTRA-CURRICULAR ACTIVITIES	1 2 3 Wide variety of well-planned activities.	4 5 6 Some activities offered.	7 8 9 Inadequate. Do not fill my need.

Comment: ....

....

12.	HOW DO YOU COMPARE WITH OTHER J.C. TRANSFERS HERE	1 2 3 Better trained and prepared than most J.C. transfers.	4 5 6 No different than any other J.C. transfer.	7 8 9 Not as well-prepared as other J.C. transfers.

Comment: ....

....

THANK YOU FOR YOUR COOPERATION. IF YOU HAVE ADDITIONAL COMMENTS, PLEASE USE THE SPACE BELOW.

Sample Cover Letter

Dear Alumnus,

As an indication of your college's continuing interest in you, we are seeking your opinion of the college and its service to you. As a former student you can offer us an objective evaluation of our successes and inadequacies. We believe that your remarks will help us to do a better job for the students who will follow you. The enclosed questionnaire is the method by which you can help us continue a program of studies which will be meaningful and helpful to those who follow you at

---.